



# **KDE Comprehensive School Improvement Plan**

**Whitley Central Intermediate School**

**Whitley County**

Susan Brashear, Principal  
2940 N Highway 25 W  
Williamsburg, KY 40769

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Whitley Central Intermediate School is located near the Goldbug Community, which resides in Whitley County. Williamsburg is located 15 miles from the Tennessee state line. The county has a population of approximately 35,637 people. It is 98.2% white, 4% black, 4% Indian or Asian, 1% Hispanic, and 1% multiracial. 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. 77.31 percent of our student population are eligible for free/reduced lunch.

The Intermediate School services 444 students in grades 3-6. The students are served by 33 FTE educators, which includes a librarian, four special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher and an arts and humanities teacher. The students are also served by a speech/language pathologist, a family resource director, a school nurse, two office clerks, seven cooks, and four custodians. 20.22% of the students qualify for special education services.

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

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

We are proud of the opportunities afforded to ALL students at Whitley Central Intermediate School. After-school activities include tutoring, reading enrichment through Save the Children and the 21st Century Programs. WCIS is a Title I school using funds to do Math and Reading Intervention through small group pull outs. Community resources including the University of the Cumberland, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional programs include Read to Achieve Intervention teacher, Math Intervention teacher, Save the Children, and Family Reading/Math Night. Our Save the Children program has been recognized as one of the top 4 in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated. The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students.

WCIS received the Read to Achieve (RTA) Grant funding last year and Math Intervention funding (MIT) this year. The funding for these programs provides our school with a full-time RTA teacher and MIT teacher who services third grade students in a small group setting who are at risk of falling below grade level but do not receive special education services.

Teaching is a state of continuous improvement and our school is always exploring different methods to improve. For example, our teachers participate in training from the state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from MAP test, STAR Reading reports, and Program Review data to monitor student growth. Our Foster Parent Reading Programs, Save the Children, Read to Achieve, Math Intervention, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work diligently to ensure that our students receive a quality education.

According to test data, our largest areas for improvement are in third grade reading and math. In third grade reading 35.5% of students scored proficient in reading and 17.8% of students scored distinguished in reading. In third grade math 32.7% of students scored proficient and 14% scored distinguished. Our school will continue to reduce the percentage of student scoring novice in reading and math.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. Fifth and sixth grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

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for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To help us reduce the percentage of students scoring novice in reading, we will continue the following reading instructional initiatives: RTI, Rockin Readers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, AR point clubs, and Accelerated Reader (AR). Furthermore, our school will align the curriculum to ensure it's taught with fidelity using the following activities: Houghton Mifflin Harcourt series, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

## **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.**

Achievements:

According to the 2015 school report card, Whitley Central Intermediate Elementary, is a School of Distinction. The school scored 76.4 overall, placing us in the 95th percentile in the state of Kentucky for a ranking of 103 out of 712 elementary schools. We met our 2015 Annual Measurable Objective Goal of 76.4. According to the KPREP data, the school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of math (+10.6%), reading (+10.9%), social studies (+8.1%) and writing (+5.8%). In addition, the school wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+11.5%), math (+12.1%), writing (+6.4%), social studies (+9.2%). Furthermore, the third grade student math performance levels of the 87 tested free/reduced-price students, 41.4% of students were P/D in math. This was 3.4% points above the state average of 38.0%. Plus, the third grade student reading performance levels of the 87 tested free/reduced-price students, 61.0% of students were P/D in reading. This was 16.9% points above the state average of 44.1%.

2014-2015 KPREP scores indicate that WCIS accomplished the following achievements:

- 4th grade - The number of students scoring proficient/distinguished in reading rose from 69% to 72%.
  - 4th grade - The number of students scoring proficient/distinguished in math rose from 66% to 70.1%.
  - 5th grade - The number of students scoring proficient/distinguished in reading rose from 53% to 66.4%.
  - 5th grade - The number of students scoring proficient/distinguished in writing rose from 31% to 48.1%.
  - 5th grade - The number of students scoring proficient/distinguished in social studies rose from 61% to 68.7%.
- Grades 4-6 all scored above the district and state level in reading, math, and social studies.

According to the 2014-2015 program review results, our school scored high in the following areas: Arts & Humanities scored 8.8 (Proficient), Practical Living Career Studies scored 8.0 (Proficient), Writing scored 9.3 (Proficient), Kindergarten-Third Grade scored 8.0 (Proficient), and World Language (N/A).

Our school continues to have a strong Academic team. They have performed well in district and regional competitions in the past few years. The following are their stats:

- 2011 District- 1st Place Regional- 1st Place
- 2012 District- 2nd Place Regional- 3rd Place
- 2013 District- 2nd Place Regional- 5th Place
- 2014 District- 2nd Place Regional- 9th Place
- 2015 District - 1st Place

Our school also works with surrounding universities in mentoring and training of future teachers. Our building is frequently a site in which college professors wish for the students to acquire observation hours. We gladly accommodate many students in helping mentor them while trying to reach their goals of becoming an educator. Our school is the proud recipient of various grants for innovative programs that help enrich and support our students' learning. We host the Read to Achieve, Save the Children, and 21st Century Programs.

criteria for being active during and after school. Our school also received a recognition letter from First Lady Michelle Obama for receiving this award.

### Areas of Improvement:

2014-2015- Although our On Demand writing scores rose from 48% to 49.6% scoring in the proficient/distinguished level, we still consider it an area of concern and will continue to strive to make that number grow.

Another area of concern is our third grade reading and math scores. Third grade reading scores dropped from 69% of students scoring proficient/distinguished to 53.3% scoring proficient/distinguished. Third grade math scores dropped from 55% of students scoring proficient/distinguished to 46.7% scoring proficient/distinguished.

Our teachers are always looking for different ways to improve on their teaching. Our teachers participate in training from state and national sources. We regularly examine our Comprehensive School Improvement Plan and are continuously analyzing data from student MAP scores, STAR Reading reports, Program Review data, and KPREP reports to monitor student growth. Our Save the Children, Read to Achieve, 21st Century Program, and Foster Grandparent program contribute greatly to the achievement and success of our students. We hold high expectations for our teachers and our students and always strive to support our students in any and every way possible to ensure they receive every opportunity possible in order for them to be successful.

To improve reading and math scores our school will continue to implement the newly adopted Houghton Mifflin Reading Series and the GO Math Series that are aligned with the Common Core Standards. Both of these aligned series comes with many varying educational resources that our teachers will utilize to help teach reading, math, and writing skills. Our school will also continue to use the Accelerated Reader Program in hopes to encourage students to read and not only reach their AR goals but go beyond their grade level goals. Our school continually offers incentives for students to attain those goals. Students who reach their AR goals earn various rewards such as t-shirts and gift cards to a local book store. We hope these incentives will encourage students to read more and foster a love for reading that can be passed throughout generations of future learners. We will also continue to offer Family Reading/Math Nights as well as offer after school tutoring for students who show weakness in reading and math.

## **Additional Information**

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

WCIS has two after-school programs for students. Save the Children Reading program takes place after school Monday through Thursday from 2:30 - 5:00. Students participate in small reading groups that focus on improving reading comprehension and fluency. The Save the Children program also has a physical fitness component called Healthy Choices. Students are required to be physically active for 30 minutes each day. Bryan Stewart is the practical living teacher and is the Healthy Choices coordinator for our Save the Children Program. Mr. Stewart teaches health and nutrition lessons weekly and administers the PACER Test that measures student aerobic capacity. Mr. Stewart enters the data from this test into the Save the Children portal. Since this assessment is given twice a year the data can be used to check students' overall improvement in aerobic capacity. Mr. Stewart also administers a pre and post nutritional assessment and this data is also entered into the Save the Children portal. This pre and post nutrition assessment can be used to measure improvement of student knowledge of nutrition.

The 21st Century Club is an after-school club that offers a variety of enrichment activities for the students at WCIS. This is its fifth year operating at WCIS. The Cardinal Club meets Monday through Thursday after school from 2:30 - 5:00. Each of the clubs focuses on homework help for the first 25 minutes. These clubs are sponsored by a certified staff member that plans engaged and enrichment activities. All of the clubs are designed to give students hands-on opportunities to learn. Clubs include Aviation, Lego Robotics, Drama, Project Horizon for Gifted and Talented Students, Scrapbooking, Cultures from Around the World, Bike Safety, Journalism & Media, Technology, and Foreign Language Club.

## **2015-2016 Goals and Plans**

## Overview

### Plan Name

2015-2016 Goals and Plans

### Plan Description

Whitley Central Intermediate 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 On Demand Writing percentage of Prof/Dist Scores to 52% on KPREP.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.	Objectives: 1 Strategies: 7 Activities: 10	Organizational	\$869048
3	Increase the averaged combined reading and math K-Prep scores for elementary school students from 63.3% in 2015 to 79.4% in 2019.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$0
4	Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
5	The percentage of students scoring novice in math will decrease by 50% by 2020	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$2400
6	The percentage of students scoring novice in reading will decrease by 50% by 2020	Objectives: 1 Strategies: 3 Activities: 17	Organizational	\$2400

## Goal 1: Increase On Demand Writing percentage of Prof/Dist Scores to 52% on KPREP.

### Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in improving performance (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 05/31/2016 as measured by KPREP results (2015-2016).

### Strategy 1:

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing SPAT technique 2009. Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th/6th grade students participate in an on demand writing scrimmage monthly.	Direct Instruction	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers

Activity - Spat technique for task writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPAT technique used in 5th/6th grade classrooms	Direct Instruction	08/17/2015	06/30/2016	\$0	No Funding Required	teachers

## Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% 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 59% to 63% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy 1:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Grade level teachers will analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, SBDM Council
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### Strategy 2:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers

### Strategy 3:

Response to Intervention - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap.	Academic Support Program	09/01/2015	05/31/2016	\$0	No Funding Required	Teachers and principal

### Strategy 4:

Teacher Collaboration - Grade level teachers will collaborate to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	07/06/2015	05/31/2016	\$0	No Funding Required	Teachers and principal
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### Strategy 5:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, 21st Century Program, Read to Achieve services, Math Intervention services, and Title I reading and math services.

Category: Continuous Improvement

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	09/01/2015	05/31/2016	\$835000	Grant Funds	classroom teachers, RTA and MIT teachers, and principal

### Strategy 6:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, and BrainPop. Students also can access to mobile IPad and Laptop labs.	Technology	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers and principal

### Strategy 7:

Community/School Collaboration - A variety of opportunities will be offered for school and community partnership to work together to promote student success.

Category: Stakeholder Engagement

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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families.	Community Engagement	08/17/2015	05/31/2016	\$31648	FRYSC	Family Resource Coordinator, teachers, and principal
Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/17/2015	05/31/2016	\$0	No Funding Required	district personnel and principal
Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process.	Community Engagement	09/01/2015	04/29/2016	\$2400	Title I Part A	Read to Achieve/Math Intervention teachers and principal

### Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary school students from 63.3% in 2015 to 79.4% in 2019.

#### Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

#### Strategy 1:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance.	Policy and Process	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, SBDM Council
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### Strategy 2:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

Activity - Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/17/2015	05/31/2016	\$0	No Funding Required	Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo

### Strategy 3:

Specialized Math Group - Students will placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Flooding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2016	05/31/2016	\$0	No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students have the opportunity to receive homework help three days a week for thirty minutes before school. Students receive one on one assistance for help with homework. This offers the student more support in any content areas they may be struggling with.	Academic Support Program	09/28/2015	05/31/2016	\$0	No Funding Required	classroom teachers, Mike Johnson, principal
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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling in the area of math are referred to join a math club. Students in the math club receive support and reinforcement in whatever math content area they seem to be struggling. During this math club, students get help with math homework as well as being introduced to new math topics.	Academic Support Program	11/02/2015	05/31/2016	\$0	No Funding Required	classroom teachers and principal

### Strategy 4:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading.

Category: Continuous Improvement

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	classroom teachers and principal

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	Jennifer Meadors, Angela McCullah, and principal

### Strategy 5:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal
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## Goal 4: Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

**Measurable Objective 1:**

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2016 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

**Strategy 1:**

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/17/2015	06/30/2016	\$2000	Title I Schoolwide	Principal

## Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020

**Measurable Objective 1:**

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

**Strategy 1:**

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/31/2016	\$0	No Funding Required	teacher, principal, MIT teacher

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, MIT teacher, principal

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	classroom teachers, MIT teacher, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, principal

### Strategy 2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, principal
<b>Activity - Response to Intervention 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>
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, principal
<b>Activity - Family Math Night</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 school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	08/17/2015	05/31/2016	\$2400	Title I Part A	MIT teacher, classroom teachers, principal

### Strategy 3:

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

Category: Continuous Improvement

<b>Activity - Highly Qualified Status</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>
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administration
<b>Activity - Highly Qualified Report</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>
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals
<b>Activity - Highly Qualified Professional Development</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>
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	12/15/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

**KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

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	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council, District Administrators

**Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020****Measurable Objective 1:**

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

**Strategy 1:**

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Activity - MAP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/17/2015	05/31/2016	\$0	Grant Funds	teachers, STC coordinator, principal
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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	09/09/2015	05/31/2016	\$2400	Title I Part A	Read to Achieve teacher, classroom teachers, principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use classroom teachers and RTA teacher to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/31/2016	\$0	Grant Funds	teachers, principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/17/2015	05/31/2016	\$0	Grant Funds	teachers, STC coordinator, principal

## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal
Activity - AR Point Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/17/2015	05/31/2016	\$0	Other	teachers, principal, PTO
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/31/2016	\$0	Grant Funds	teachers, principal

### Strategy 2:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal
Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	teachers and principal
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky COre Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0	No Funding Required	teachers, principal

### Strategy 3:

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	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$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	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

**KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

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 improvement	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council, District Administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hold monthly Family Math and Reading Nights	Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/17/2015	06/30/2016	\$2000	Principal
<b>Total</b>					<b>\$2000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
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 improvement	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council, District Administrators
Eng. Mechanics Text	Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/17/2015	05/31/2016	\$0	Teachers
Technology Resources	Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, and BrainPop. Students also can access to mobile iPad and Laptop labs.	Technology	08/17/2015	05/31/2016	\$0	Teachers and principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Literacy Centers	Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Response to Intervention	Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap.	Academic Support Program	09/01/2015	05/31/2016	\$0	Teachers and principal
Literacy Intervention Programs	RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading.	Academic Support Program	08/17/2015	05/31/2016	\$0	Jennifer Meadors, Angela McCullah, and principal
Analyze Data	Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/17/2015	05/31/2016	\$0	Teachers, Principal, SBDM Council
On-Demand Writing Scrimmages	5th/6th grade students participate in an on demand writing scrimmage monthly.	Direct Instruction	08/17/2015	06/30/2016	\$0	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	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
STAR Reading	The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal, PLC teams, RTA teacher, Title I reading teacher
MAP Math	Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council

# KDE Comprehensive School Improvement Plan

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Reading Incentives	Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/17/2015	05/31/2016	\$0	classroom teachers and principal
Flooding	Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2016	05/31/2016	\$0	classroom teachers, special education teachers, enrichment teachers, principal
Parents as Volunteer Educators (PAVE)	The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/17/2015	05/31/2016	\$0	district personnel and principal
Differentiated Mathematics Instruction	Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/17/2015	05/31/2016	\$0	classroom teachers, MIT teacher, principal
Aligned and Rigorous Mathematics Curriculum taught with fidelity	All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/31/2016	\$0	teacher, principal, MIT teacher

# KDE Comprehensive School Improvement Plan

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Supplementary Mathematics Curriculum	Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, MIT teacher, principal
Curriculum Development	Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	07/06/2015	05/31/2016	\$0	Teachers and principal
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky COre Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0	teachers, principal
Spat technique for task writing	SPAT technique used in 5th/6th grade classrooms	Direct Instruction	08/17/2015	06/30/2016	\$0	teachers
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0	teachers, principal
Tutoring	Students who are struggling in the area of math are referred to join a math club. Students in the math club receive support and reinforcement in whatever math content area they seem to be struggling. During this math club, students get help with math homework as well as being introduced to new math topics.	Academic Support Program	11/02/2015	05/31/2016	\$0	classroom teachers and principal
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	07/01/2015	06/30/2016	\$0	Principals, SBDM Council, District Administrator s

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

MAP Reading	Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Math Software	Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/17/2015	05/31/2016	\$0	Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo
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	12/15/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administration
Analyze Data	Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance.	Policy and Process	08/17/2015	05/31/2016	\$0	Teachers, Principal, SBDM Council
Differentiated Reading Instruction	Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Homework Help	Students have the opportunity to receive homework help three days a week for thirty minutes before school. Students receive one on one assistance for help with homework. This offers the student more support in any content areas they may be struggling with.	Academic Support Program	09/28/2015	05/31/2016	\$0	classroom teachers, Mike Johnson, principal

## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Daily Oral Language	Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/17/2015	05/31/2016	\$0	Teachers
Houghton Mifflin Harcourt Series	Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Response to Intervention Math	Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal
Internal Program Review Committee	A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers and principal
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Point Club	Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal, PTO
<b>Total</b>					\$0	

### FRYSC

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

Whitley Central Intermediate School

Family Resource Center	The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families.	Community Engagement	08/17/2015	05/31/2016	\$31648	Family Resource Coordinator, teachers, and principal
<b>Total</b>					<b>\$31648</b>	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	09/09/2015	05/31/2016	\$2400	Read to Achieve teacher, classroom teachers, principal
Family Math Night	The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	08/17/2015	05/31/2016	\$2400	MIT teacher, classroom teachers, principal
Family Math and Reading Night	WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process.	Community Engagement	09/01/2015	04/29/2016	\$2400	Read to Achieve/Math Intervention teachers and principal
<b>Total</b>					<b>\$7200</b>	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cardinal Club Reading Instruction	Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use classroom teachers and RTA teacher to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal

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RTA and MIT	RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	09/01/2015	05/31/2016	\$835000	classroom teachers, RTA and MIT teachers, and principal
Save the Children	To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, STC coordinator, principal
Accelerated Reader	Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, principal
Rockin Readers	Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/17/2015	05/31/2016	\$0	teachers, STC coordinator, principal
<b>Total</b>					<b>\$835000</b>	

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

### **1. Look for the Big Picture**

We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help you identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities.

### **2. Examine Team-Level Data**

Teams use various assessments, such as MAPS, to monitor student comprehension and achievement. We look for categories of weakness and identify individual objectives; these are "intensive care" objectives. We compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade levels. Once we have identified areas of need by standards, we specialize instruction to target those areas.

### **3. Review the Data**

Each teacher receives a copy of the testing report for his or her own classes and a copy of the benchmark report showing the results for the entire grade level from the KPREP results. Each teacher uses the reports to examine his or her students' performance and compares it to the overall grade level average.

### **4. Non-Academic Data**

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

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. Additional enrichment opportunities are offered through the 21st Century Grant Program (The Cardinal Club). Often times, teachers, administration, and even parents refer students to participate in the after school and summer clubs. These clubs cater to the student population based on interest and academic needs. The 21st Century Grant allows teachers to offer extended support to students.
- Attendance plays a vital role in student performance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.
- Counseling is an asset our school utilizes to meet student needs. Teachers, administrators, and often times parents refer a child to receive counseling services on site. Our school's counselor offers after school and summer programs to support identified/referred students. Within these programs she provides character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, improving self-esteem, etc.

According to KPREP data, we show strengths in math, reading, and social studies.

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, language arts, mathematics, science, social studies and writing. Each grade's demographic groups' performance levels are displayed by gender, ethnicity, Free/Reduced-Price, and disability. At WCIS, we focus on the basic skills of reading, writing, and math to build the students' foundations for future success.

Therefore, we analyze WCIS grades 3rd through 6th grade reading and math data to help determine the effectiveness of our instruction. The following were the WCIS 3-6 grade reading and math performance levels.

#### Reading:

Grade 3 - 107 students tested: 19.6% novice, 27.1% apprentice, 35.5% proficient, 17.8% distinguished. The data shows that 53.3% of students in 3rd grade were proficient/distinguished in reading. This was 2.2% above the district average of 51.1% and 1.0% below the state average of 54.3%.

Grade 4 - 107 students tested: 6.5% novice, 21.5% apprentice, 42.1% proficient, 29.9% distinguished. The data shows that 72% of students in 4th grade were proficient/distinguished in reading. This was 14.7% above the district average and 19.8% above the state average.

Grade 5 - 131 students tested: 14.5% novice, 19.1% apprentice, 38.9% proficient, 27.5% distinguished. The data shows that 66.4% of students in 5th grade were proficient/distinguished in reading. This was .6% above the district average and 10.4% above the state average.

Grade 6 - 111 students tested: 13.5% novice, 18% apprentice, 49.5% proficient, 18.9% distinguished. The data shows that 68.5% of students in 6th grade were proficient/distinguished in reading. This was 4.3% above the district average and 15.6% above the state average.

#### Math:

Grade 3 - 107 students tested: 15.9% novice, 37.4% apprentice, 32.7% proficient, 14% distinguished. The data shows that 46.7% of students in 3rd grade were proficient/distinguished in math. This was 3.7% above the district average and .9% below the state average.

Grade 4 - 107 students tested: 6.5% novice, 23.4% apprentice, 37.4% proficient, 32.7% distinguished. The data shows that 70.1% of students in 4th grade were proficient/distinguished in math. This was 18.6% above the district average and 21.5% above the state average.

Grade 5 - 131 students tested: 8.4% novice, 32.1% apprentice, 38.2% proficient, 21.4% distinguished. The data shows that 59.5% of students in 5th grade were proficient/distinguished in math. This was 5.3% above the district average and 9.2% above the state average.

Grade 6 - 111 students tested: 10.8% novice, 27.9% apprentice, 40.5% proficient, 20.7% distinguished. The data shows that 61.3% of students in 6th grade were proficient/distinguished in math. This was 8.3% above the district average and 18.1% above the state average.

The data/information does not identify areas of need according to common core standards. The data does not identify the questions on which the students scored poorly. We do not have access to the test or item analysis of the questions. Therefore, we can't determine whether the test items were confusing or poorly worded. The data doesn't identify an individual teachers' students' scores.

WCIS also focuses our data analysis on Measurement of Academic Progress (MAP) data. MAP supports our efforts to maximize student

learning in grades 3-6. MAP creates a personalized assessment experienced by adapting to each student's learning level. It gives assessment data and essential information about what each of our students know and is ready to learn.

The following were the MAP Fall 2015 assessment scores for WCIS grades 3-6 reading performance levels of the 459 students tested: 24% novice, 24% apprentice, 31% proficient, 20% distinguished. The data shows that 51% of the students in grade 3-6 were proficient/distinguished in reading. The data shows that 48% of the in students grade 3-6 were apprentice/novice in reading.

The following were the MAP Fall 2015 assessment for WCIS grades 3-6 math performance levels of the 455 students tested: 17% novice, 35% apprentice, 32% proficient, 15% distinguished. The data shows that 47% of the students in grade 3-6 were proficient/distinguished in math. The data shows that 52% of the students in grade 3-6 were apprentice/novice in math.

## **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?**

The following are strengths that are noted at WCIS:

59.4% of students tested were proficient/distinguished in Math. The state average was 48.8%.

65.1% of students tested were proficient/distinguished in Reading. The state average was 54.2%.

68.7% of students tested were proficient/distinguished in Social Studies. The state average was 60.6%.

Our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the district content areas specialists as well as state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from Northwest Evaluation Association (MAPS), Star Reading/Math reports, and Program Review data to monitor student growth. Our Save the Children and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

Our school continues to be one of the top performing schools serving a high poverty area in the state. We were above the state average in most of the areas tested. Whitley Central Intermediate is a School of Distinction. The school scored 76.4 overall which placed us in the 95th percentile in the state of Kentucky.

## **Opportunities for Improvement**

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

According to test data, our largest areas for improvement are in writing and third grade reading and math. 46.7% of students scored proficient in writing and 2.9% of students scored distinguished in writing. In third grade reading 35.5% of students scored proficient in reading and 17.8% of students scored distinguished in reading. In third grade math 32.7% of students scored proficient and 14% scored distinguished.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC).

These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy and math-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th and 6th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To help us improve on our reading and math scores, we analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days each week. We analyze mid-year MAP data again in December to measure progress made during the year and in afternoon tutoring sessions.

To further differentiate reading instruction, our school has implemented a new reading series, Houghton Mifflin Journeys, that covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students.

To encourage students to read and go beyond their Accelerated Reader goals, our school offers reading incentives that will build students' reading levels and boost comprehension. If students meet or surpass their yearly AR goals, one of their rewards is an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires students to become lifelong readers.

Our school also administers grade level common assessments. The data from these assessments allows teachers to monitor students' progress. The common assessment results allow teachers to monitor item analysis and student performance. Teachers use this data to drive classroom instruction.

Our school has implemented the Response-To-Intervention (RTI) program. It is a method of academic intervention used to provide early, systematic assistance to students who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for grades K-8 that can be used with any curriculum.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that help notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning.

## Plans for Improvement

All grade levels meet in Professional Learning Communities (PLC) bi-weekly. In these meetings team leaders asks the teachers to work together to decide how to revise their instruction for specific areas of need. Team leaders help by suggesting some of the following additional strategies for revising instruction.

- differentiate math groups during learning centers

- incorporate more math during center activities

- offer more incentives for math goals

- Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments

- Group students based on common strengths and weaknesses. Teachers can identify students who share common strengths and weaknesses and group them together for instruction. For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.

- Examine student work - Structure a team session so teachers can look at the results of a lesson. Teachers can share ideas about the reasons for success or lack of success of that lesson.

## **Conclusion**

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

The next step in addressing areas of concern are to monitor the progress of the programs as we implement them. We will use the results from district assessments to determine areas where efforts can be better focused. Teachers will use various strategies, common assessments, and AIMS Web to monitor student progress.

Students that have not shown progress through various tracking assessments will then be referred for our after school tutoring program. The students identified for tutoring will receive small group instruction in areas where they score below proficient. We will identify our areas of weakness and find resources that address those areas. Teachers will continue to meet in PLC meetings and share ideas and strategies that will promote continuous improvement. We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

# **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:**

Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

**Measurable Objective 1:**

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2016 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

**Strategy1:**

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Research Cited:

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/17/2015	06/30/2016	\$2000 - Title I Schoolwide	Principal

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 63.3% in 2015 to 79.4% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy1:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and

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math.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance.	Policy and Process	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, SBDM Council

## Strategy2:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/17/2015	05/31/2016	\$0 - No Funding Required	Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo

## Strategy3:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

## Strategy4:

Specialized Math Group - Students will be placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

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Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2016	05/31/2016	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive homework help three days a week for thirty minutes before school. Students receive one on one assistance for help with homework. This offers the student more support in any content areas they may be struggling with.	Academic Support Program	09/28/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, Mike Johnson, principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in the area of math are referred to join a math club. Students in the math club receive support and reinforcement in whatever math content area they seem to be struggling. During this math club, students get help with math homework as well as being introduced to new math topics.	Academic Support Program	11/02/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

## Strategy5:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	Jennifer Meadors, Angela McCullah, and principal

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Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

## Goal 2:

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

## Measurable Objective 1:

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

## Strategy1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, MIT teacher, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

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Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, MIT teacher, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teacher, principal, MIT teacher

## Strategy2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

Research Cited:

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	08/17/2015	05/31/2016	\$2400 - Title I Part A	MIT teacher, classroom teachers, principal

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

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Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky COre Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

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Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

## Strategy2:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Research Cited:

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/17/2015	05/31/2016	\$0 - Other	teachers, principal, PTO

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	09/09/2015	05/31/2016	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use classroom teachers and RTA teacher to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

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

N/A (this question does not apply)**Narrative:**

Our building only has grades 3-6.

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

N/A (this question does not apply)**Narrative:**

Our building only has grades 3-6.

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 63.3% in 2015 to 79.4% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy1:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and SY 2015-2016

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

math.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance.	Policy and Process	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, SBDM Council

## Strategy2:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	Jennifer Meadors, Angela McCullah, and principal

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

## Strategy3:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/17/2015	05/31/2016	\$0 - No Funding Required	Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo

## Strategy4:

Specialized Math Group - Students will be placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2016	05/31/2016	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in the area of math are referred to join a math club. Students in the math club receive support and reinforcement in whatever math content area they seem to be struggling. During this math club, students get help with math homework as well as being introduced to new math topics.	Academic Support Program	11/02/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive homework help three days a week for thirty minutes before school. Students receive one on one assistance for help with homework. This offers the student more support in any content areas they may be struggling with.	Academic Support Program	09/28/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, Mike Johnson, principal

## Strategy5:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

**Goal 2:**  
Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

**Measurable Objective 1:**  
collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2016 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

**Strategy1:**  
Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:  
Research Cited:

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/17/2015	06/30/2016	\$2000 - Title I Schoolwide	Principal

**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 06/30/2016 as measured by the School Report Card..

**Strategy1:**  
Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teacher, principal, MIT teacher

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, MIT teacher, principal

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, MIT teacher, principal

## Strategy2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Research Cited:

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	08/17/2015	05/31/2016	\$2400 - Title I Part A	MIT teacher, classroom teachers, principal

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

## Goal 4:

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

## Measurable Objective 1:

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

## Strategy1:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/17/2015	05/31/2016	\$0 - Other	teachers, principal, PTO

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use classroom teachers and RTA teacher to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	09/09/2015	05/31/2016	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

## Strategy2:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky COre Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

The school identified specific strategies to address subgroup achievement gaps.

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

## Goal 1:

Increase On Demand Writing percentage of Prof/Dist Scores to 52% on KPREP.

### Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in improving performance (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 05/31/2016 as measured by KPREP results (2015-2016).

### Strategy1:

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing SPAT technique 2009. Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

Activity - Spat technique for task writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPAT technique used in 5th/6th grade classrooms	Direct Instruction	08/17/2015	06/30/2016	\$0 - No Funding Required	teachers

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th/6th grade students participate in an on demand writing scrimmage monthly.	Direct Instruction	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% 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 59% to 63% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy1:

Community/School Collaboration - A variety of opportunities will be offered for school and community partnership to work together to promote student success.

Category: Stakeholder Engagement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process.	Community Engagement	09/01/2015	04/29/2016	\$2400 - Title I Part A	Read to Achieve/Math Intervention teachers and principal

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families.	Community Engagement	08/17/2015	05/31/2016	\$31648 - FRYSC	Family Resource Coordinator, teachers, and principal

Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/17/2015	05/31/2016	\$0 - No Funding Required	district personnel and principal

## Strategy2:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, 21st Century Program, Read to Achieve services, Math Intervention services, and Title I reading and math services.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	09/01/2015	05/31/2016	\$835000 - Grant Funds	classroom teachers, RTA and MIT teachers, and principal

### Strategy3:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, and BrainPop. Students also can access to mobile IPad and Laptop labs.	Technology	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers and principal

### Strategy4:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers

## Strategy5:

Response to Intervention - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Teachers and principal

## Strategy6:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Grade level teachers will analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, SBDM Council

## Strategy7:

Teacher Collaboration - Grade level teachers will collaborate to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	07/06/2015	05/31/2016	\$0 - No Funding Required	Teachers and principal

## Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 63.3% in 2015 to 79.4% in 2019.

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

## Strategy1:

Specialized Math Group - Students will placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive homework help three days a week for thirty minutes before school. Students receive one on one assistance for help with homework. This offers the student more support in any content areas they may be struggling with.	Academic Support Program	09/28/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, Mike Johnson, principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in the area of math are referred to join a math club. Students in the math club receive support and reinforcement in whatever math content area they seem to be struggling. During this math club, students get help with math homework as well as being introduced to new math topics.	Academic Support Program	11/02/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2016	05/31/2016	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

## Strategy2:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/17/2015	05/31/2016	\$0 - No Funding Required	Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo

### Strategy3:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and asses the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

### Strategy4:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance.	Policy and Process	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, SBDM Council

### Strategy5:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers and principal

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	Jennifer Meadors, Angela McCullah, and principal

## Goal 4:

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

### Measurable Objective 1:

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

### Strategy1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	classroom teachers, MIT teacher, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, MIT teacher, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teacher, principal, MIT teacher

## Strategy2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

Research Cited:

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	08/17/2015	05/31/2016	\$2400 - Title I Part A	MIT teacher, classroom teachers, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

## Goal 5:

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

### Measurable Objective 1:

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

### Strategy1:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky CORE Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

## Strategy2:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Research Cited:

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use classroom teachers and RTA teacher to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, principal

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/17/2015	05/31/2016	\$0 - Other	teachers, principal, PTO

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities.	Community Engagement	09/09/2015	05/31/2016	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/17/2015	05/31/2016	\$0 - Grant Funds	teachers, STC coordinator, principal

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

N/A (this question does not apply)**Narrative:**

WCIS only has grades 3-6.

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

N/A (this question does not apply)**Narrative:**

WCIS only has grades 3-6.

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

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

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% 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 59% to 63% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy1:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers

## Goal 2:

Increase On Demand Writing percentage of Prof/Dist Scores to 52% on KPREP.

### Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in improving performance (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 05/31/2016 as measured by KPREP results (2015-2016).

### Strategy1:

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

SPAT technique 2009. Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

Activity - Spat technique for task writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPAT technique used in 5th/6th grade classrooms	Direct Instruction	08/17/2015	06/30/2016	\$0 - No Funding Required	teachers

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th/6th grade students participate in an on demand writing scrimmage monthly.	Direct Instruction	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky COre Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers, principal

**KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

<b>Activity - Differentiated Reading Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, and Spelling City to enhance learning.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

<b>Activity - Houghton Mifflin Harcourt Series</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	teachers and principal

## **Phase II KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	We conducted our needs assessment during the following: Early Release Day 10/28/15 and Professional Development Day 11/3/15. 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	This building contains only grades 3-6.	

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 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.  Software was utilized to provide additional instruction for students experiencing difficulty mastering achievement standards.	

# KDE Comprehensive School Improvement Plan

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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	Munis Reports. SBDM Council minutes and District financial records are available for review.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	During fall & spring semesters Parent Night events, teachers & parents discuss student assessment results. We actively recruit parent members for our PTO and SBDM council. Parents are informed of school events and assessments through the one-call system, & district & school webpages. 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 Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

**KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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. The school planned or provided appropriate professional development activities for staff members who will be serving students. All records of PD can be found on ePD.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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. The CSIP is updated annual and it is reviewed at check points throughout the year by SBDM council and changes are made when necessary.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

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 Community grant program, Carl D. Save the Children grant program, Math Achievement Fund grant program, to name a few, to integrate a wide variety of school planned activities. Students are provided access to: guest speakers, community stakeholders, community employers, and enrichment field trips. The school planned activities to coordinate and integrate with other federal, state, and local programs (21st Century, Save The Children, Read to Achieve, Math Intervention).	

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	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 (RTI monitored on AIMSweb, PLC meetings).	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school planned activities that coordinate with and support the regular educational program (Family Reading & Math Nights, STC, 21st Century).	

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	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 (RTI monitored on AIMSweb, PLC meetings).	

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		

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate 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		

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	The school planned or developed strategies such as Family Reading & Math Night 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. Our policy provides a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards. We provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	We conducted our needs assessment. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. The CSIP is reviewed by the SBDM council.	

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate 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	CSIP is located on the BOE home page:  <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.	Yes	All of 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 10/28/15 and Professional Development Day 11/3/15. 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		

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	The school ensures that all paraeducators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	

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	The school ensures that all paraeducators 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.	

**KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The school scheduled non-instructional duties for paraeducators working with targeted students demonstrating that the duties are on a limited basis only.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

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

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Susan Brashear, Principal

Steve Powers, Assistant Principal

3rd Grade Lead Teacher, Jodie Gambrell

4th Grade Lead Teacher, Cindy Moses

5th Grade Lead Teacher, Melissia Douglas

6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Wilma Grubb

Cardinal Club 21st Century CCLC Advisory Council

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

Title I Math Instructor, Connie Reeves

Title I Reading Instructor, Angela McCullah

Early Intervention Reading Educator, Jennifer Meadors

Math Intervention Teacher, Elizabeth Kidd

Site Based Decision Making Council Members: Elizabeth Kidd (MIT Teacher), Michael Johnson (teacher), Bryan Stewart (teacher), Anna Smith (parent), Kellie Anderson (parent)

## Relationship Building

Overall Rating: 3.14

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

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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.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.57

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

	<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 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 in committee work.	Proficient

## Advocacy

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff 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.	Proficient

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 3.17

	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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 welcomes families to visit all classrooms.	Distinguished

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

## Reflection

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

Whitley Central Intermediate School's Areas of strength are Relationship Building, Advocacy, Communication, Learning Opportunities, and Community Partnerships.

Our areas of needs improvement is under Decision Making (4.1 , 4.2, 4.3).

Actions that we will continue to implement to sustain these areas of strength are as follows:

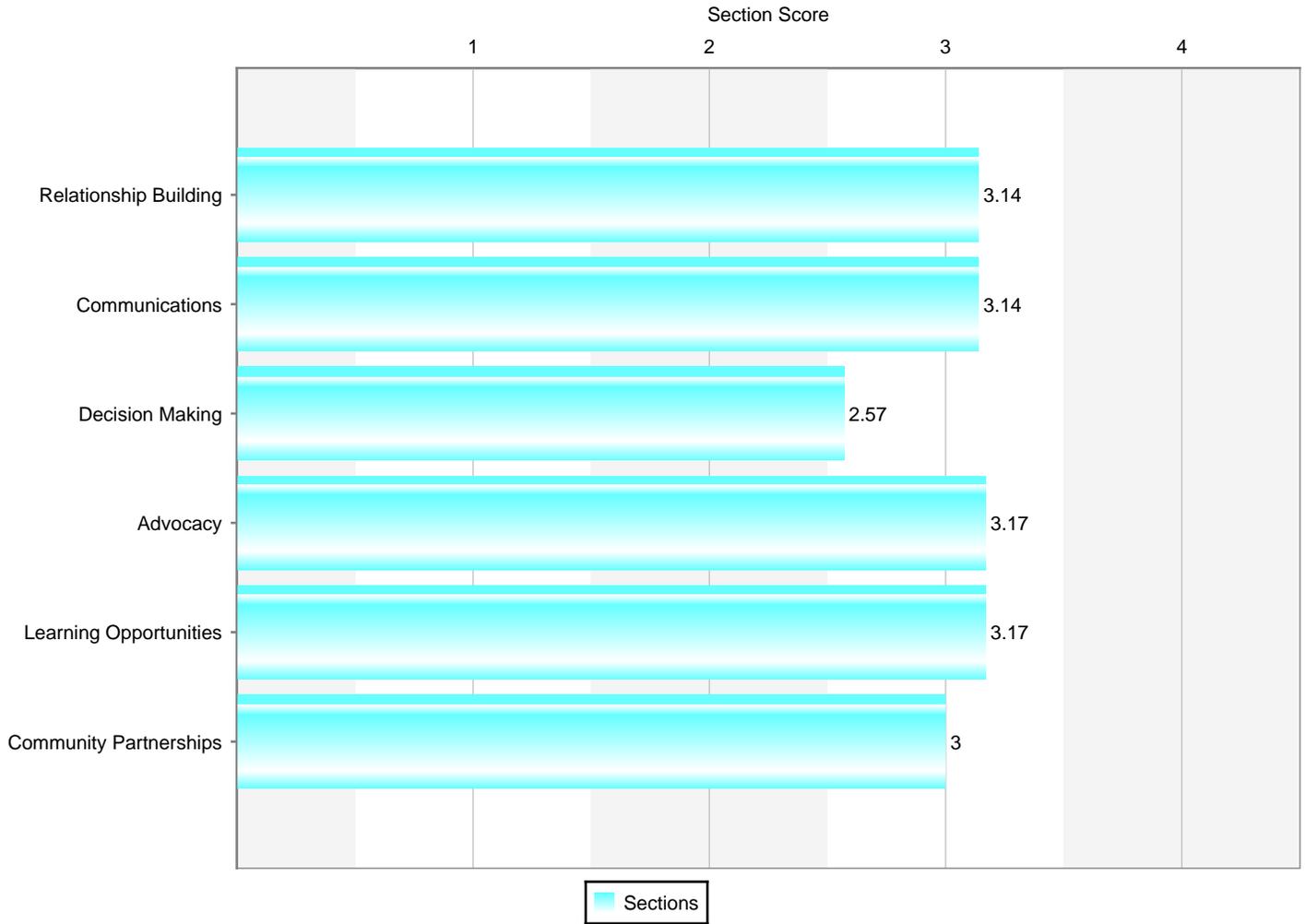
We will continue to build relationships with parents and community members by inviting them to our school functions such as Family Reading and Math Nights, Bizarre & Festivals, student performances, parent/teacher conferences, and open houses. We will continue to use our One Call system to provide information to parents and community members about events that take place in our school. Our Family Resource will continue to send out a needs survey to families to identify needs and barriers to academic success. School staff will continue to encourage parents and guardians to participate actively in student led conferences and other two way communications about their child's individual learning needs. School staff will continue to ensure that parents and community members are well informed about how to access educational advocates in our Admission and Release Committee Meetings. We have numerous businesses and community members that our school uses as educational resources. We will continue to partner with these organizations to enhance the quality of our students' education.

Areas of need are in Decision Making. Actions that will be taken to support this area of need are as follows:

School staff will offer parents opportunities at least once a semester to discuss achievement issues and assessment data. School staff will develop and distribute an online survey for parents asking for their input which will then be used to plan school improvement efforts. Our school will work to increase parent participation in SBDM Parent Elections through various modes on communication such as One Call, posting on the school website, radio announcements, and letters home with students. We will share council minutes to the Parent Teacher Organization which will in turn be given to members of the PTO. Council minutes will also be posted in an obvious location in the school to inform more stakeholders of the decision making process. Our SBDM Council will develop and implement a classroom observation policy that welcomes families to visit all classrooms.

## 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.**

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our parent involvement. Parent/family volunteers follow guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents/guardians of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, One Call, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by secret ballot by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley Central Intermediate School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs

## KDE Comprehensive School Improvement Plan

Whitley Central Intermediate School

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- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last Monday of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

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

The SBDM counsel parent members Anna Smith and Kelly Anderson were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Anna Smith works at University of the Cumberland. Kelly Anderson is a Media Specialist at Whitley County High School. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

#### WCCP & WCIS Stakeholders

Susan Brashear, Whitley Central Intermediate Principal

Brandon Anderson, Whitley Central Primary Principal

Charlotte Barnett, FRYSC Director Whitley Central Primary

Wilma Grubb, FRYSC Assistant Whitley Central Intermediate

Joy Begley, WCCP Save the Children Program Coordinator

## **KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

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Tonya Frazier, WCCP Save the Children Program Coordinator

Cindy Shelly, WCCP 21st Century Site Coordinator

Susan Brashear, WCIS 21st Century Site Coordinator

### PLC Leaders

Vicky Walden--Kindergarten

Lisa Sweet--First Grade

Michelle Shelley -Second Grade

Jody Gambrell- Third Grade

Kelly Clemens- Fourth Grade

Melissia Douglas- Fifth Grade

Kim Lake- Sixth Grade

Mike Johnson - Special Education

### WCCP Program Review Leaders

Lisa Sweet--Program Review Executive

Lisa Sweet--K-3 Program Review

Michelle Shelley--Writing Program Review

Stephanie Jones - PLCS & PLCS Program Review

Sacha Bargo - Arts & Humanities & Arts & Humanities Program Review

Teresa Brock - World Language

### WCIS Program Review Leaders

Connie Reeves--K-3 Program Review

Jennifer Meadors--Writing Program Review

Brian Stewart - PLCS & PLCS Program Review

Sue Ann Bryant - Arts & Humanities & Arts & Humanities Program Review

Cindy Moses - World Language

### WCCP Site-Based Decision Making Council

Brandon Anderson, Principal

Stephanie Jones, Teacher

Chris Angel, Teacher

Jamie Bowman, Teacher

Judy Petrey, Parent Representative

Shanna Doan, Parent Representative

Beth Bay, WCCP PTO President

Sherri Stanek, WCCP PTO Treasurer

### WCIS Site-Based Decision Making Council

Susan Brashear, Principal

## **KDE Comprehensive School Improvement Plan**

Whitley Central Intermediate School

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Mike Johnson, Teacher

Brian Stewart, Teacher

Elizabeth Kidd, Teacher

Anna Smith, Parent Representative

Kellie Anderson, Parent Representative

District Support Staff:

Paula Rickett, District Assessment Coordinator and Title I Coordinator

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and CIITS Contact

Ruth Osborne, District Science Coach and G/T Coordinator

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

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 28, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 28, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 27, 2015	

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

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

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

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

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

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

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

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

# **Equitable Access Diagnostic**

## **Introduction**

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

## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	According to the review of the data, there are few opportunities for teachers at Whitley Central Intermediate to engage in effective job embedded training for teaching students of poverty.	

**What are the barriers identified?**

The barriers identified are:

1. We have a high rate of poverty in our school.
2. There is a lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status.
3. There is decreased funding for professional development

**What sources of data were used to determine the barriers?**

- \*District/School Report Card
- \*PGES data
- \*TELL Survey

**What are the root causes of those identified barriers?**

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

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

PGES data indicates that 100% of the teachers in our school are classified as exemplary or accomplished as compared to 93% of the state.

## **Equitable Access Strategies**

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

Site-Based Decision Making (SBDM) Councils' policies address assignment of students to classes and programs at Whitley Central Intermediate.

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

Data is used to place students in reading and math intervention classes for grades 3-6. Furthermore, students may also receive enrichment services in reading and math, English/language arts, science, and social studies. Data is also used to refer and encourage students to attend 21st Century Community Learning Centers that focus on academic intervention and enrichment activities along with youth development activities. Clubs are offered that focus on academics, physical fitness, character education, and leadership.

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

Our school collaborates with the District Leadership Team to analyze school and student level data to support our school in addressing our improvement areas in regards to student achievement and growth. This team also provides support to teachers by planning allotted times of co-teaching and offering materials and resources to promote teacher effectiveness.

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

The school strictly adheres to board policy (03.11.AP.1) in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policies and the Superintendent completes the hiring process.

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

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According to the 2015 TELL Kentucky Survey, 93.9% of teachers indicate that their school is a good place to work and learn. 100% of teachers reported that they have sufficient access to appropriate instructional materials, instructional technology, and that the school environment is clean and well maintained. 97% of teachers reported that they feel they are recognized as educational experts and feel they are trusted to make sound professional decisions about educational issues. 100% of teachers at WCIS reported that they feel the faculty and leadership have a shared vision.

Incentives include:

1. Tenure
2. Transfer of tenure
2. Highly Qualified status
3. Salary supplement for National Board Certified Teachers
4. Change in rank or experience (salary increase)

We have goals in our CSIP that address this section. Below is evidence of those goals that address this particular topic.

Goal 1: The school will hire and retain highly qualified educators.

Strategy 1:

Recruit highly qualified teachers. - Work with local colleges University of the Cumberland and Eastern Kentucky University to allow student teachers to come in and complete their student teaching. This allows the building administrator to see firsthand the capabilities of the applicant.

Strategy 2:

Ensure teachers are highly qualified - The school SBDM uses the practice of hiring highly qualified applicants. The council feels that it is necessary for a teacher to have completed the student teaching program prior to entering the classroom.

Measurable Objective 1:

collaborate to ensure the school hires and retains highly qualified instructors by 06/30/2016 as measured by the LEAD report.

Activity - Recruit highly qualified teachers

Work with local colleges University of the Cumberland and Eastern Kentucky University to allow student teachers to come in and complete their student teaching. This allows the building administrator to see firsthand the capabilities of the applicant.

Activity - Ensure teachers are highly qualified. The school SBDM uses the practice of hiring highly qualified applicants.

The council feels that it is necessary for a teacher to have completed the student teaching program prior to entering the classroom.

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

School and District supports for first year, inexperienced, and out-of-field teachers include:

- \*Kentucky Teacher Internship Program (KTIP)
- \*New Teacher Academy
- \*Mentoring
- \*Coaching (Reading, Math, Science, Writing)

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

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Professional learning needs of a teacher with an effectiveness rating below accomplished will be addressed through various avenues:

1. District coaching support
2. Professional Growth Plan
4. Co-teaching
5. Release time for observing effective teachers
6. Mentoring from experienced, effective teachers

One of our goals in our Goals and Plans section is to support the increase in effective teachers in our school. Below are strategies and activities attached to reach that goal.

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.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2016 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the

Whitley County School District Certified Evaluation Plan (CEP).

Activity - Peer Observer Training Activity Responsible

Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.

Professional Learning will be offered throughout the year by the district from 08/17/2015 06/01/2016

Activity - Observer Certification and Calibration Staff calibration in years two and three.

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

TELL Kentucky Survey results are analyzed during a meeting with all of the faculty. Ratings are compared and discussions are held to identify any problem areas or concerns. The faculty then works together to brainstorm ideas on how to solve problems or meet needs.

We have goals in the Goals and Plans section of our CSIP. Objectives and strategies from are plan about the TELL Survey are listed below.

Goal 1: The purpose of the TELL survey is to support sound educational policies and practices based on the views of the teachers, principals and other certified educators in our public schools.

Strategy 1:

Survey Analysis - Teachers, principal and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 01/01/2016 as measured by TELL Survey that our school is a good place to work and learn.

Activity - Time Efficiency Study

Responsible

Teachers, principal and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.



## Questions

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

At WCIS it is our intention to provide all students access to effective experienced teachers. We will do so by providing our teachers with yearly professional developments that will allow them to become familiar with new resources and technology which in turn will allow them to enhance their lessons and teaching strategies. Our teachers will meet as a school and in PLC meetings to analyze KPREP data and MAP data to ensure that we recognize our strengths and target areas of potential weakness. We will use our district reading, math, and science coaches to help us mentor and support teachers that may be struggling in any content area. District reading, math, and science coaches visit our school each month to share new ideas and resources to any teacher who has a need.