



KDE Comprehensive School Improvement Plan

Whitley County High School
Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, currently serves some 1,118 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, amphitheater, football, softball and baseball fields, along with six tennis courts and two new soccer fields with a field house adjacent to campus.

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

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum. Students have the opportunity to excel with a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in seven CTE areas or complete in-house coursework in 15 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school. 52.14% of our students are male and 47.85% are female. Our student body consist of 353 freshmen, 270 sophomores, 267 juniors, 224 seniors, and 4 non-diploma/grade 14 students. Due to the lack of ethnic diversity in the area, the majority of our students are white. Within our student body we have 1099 White students, 9 Hispanic/Latino students, 2 Black/African-American students, 2 Asian students, 2 American Indian or Alaska Native students, and 4 students who identify with more than one ethnic background. Our students with disabilities population makes up 14.85% of the student body. Our mobility rate is 6.56%. Our faculty/staff consists of: 1 principal, 3 assistant principals, 3 school guidance counselors, 2 media specialists, 72 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 1 FRYSC assistant, 1 duplication clerk, 1 credit recovery aide, 7 FMD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 1.5 crisis counselors.

Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a distinguished, progressing district. Our students have earned the distinction of being a proficient school. Some of the challenges our students face in

comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is new for the area and a shift in cultural ideal as well as the climate must embody the importance of this 21st Century vision of a high school graduate.

School's Purpose

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

The mission at Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies. A listing of the various clubs, athletics, extra-curricular and enrichment opportunities follows. In addition, we believe that offering students opportunities beyond the regular bell schedule will provide them the assistance they need to be College and Career Ready. As a result, students are more well-rounded and better equipped to be positive contributors to the 21st century learning framework and competitive workforce. As part of the Whitley County School District, we are committed to "Making Great Things Happen." Our mission statement is a culmination of an original vision statement from several years ago and has been reinvented to reflect College and Career Readiness for All. Our district's overall guiding message of "Making Great Things Happen" has become our school's motto for success.

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

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

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

Notable Achievements and Areas of Improvement

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

Notable Achievements

Currently we have the status of a Proficient High School for the 2013-2014 Unbridled Learning: College and Career Readiness for All. According to our district's administration data analysis: "Our strengths related to student learning at the high school level are in the area of social studies, writing, and college and career readiness. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies (+2.7%) and writing (+6.6%). The percentage of our non-duplicated gap high school students scoring in the Proficient/Distinguished category was above the state in the areas of reading (+5.8%), social studies (+8.9%), writing (+11.6%), and language mechanics (+5.6%). Our college and career readiness was 4.6% above the state average. All three areas of program reviews scored in the proficient range. Our high school has met its college and career readiness target for the past four years. To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth."

Previously, we earned the status of a Distinguished, High Performing, High Progress School for the 2012-2013 Unbridled Learning: College and Career Readiness for All which is an improvement from the Needs Improvement status of the previous year. In addition, our overall index increased from 51.6 to 64.7 and our percentile rank moved from 34th to 90th. We showed an increase in each of the five reporting categories: Achievement from 48.3 to 59.6, Gap from 29.6 to 38.8, Growth from 55.8 to 60.1, College & Career Readiness from 51.0 to 74.6, and Graduation Rate from 69.6 to 90.3.

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

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

principal and counselor assigned to freshman student services allows them to be proactive concerning student and teacher issues. Freshmen have a place to call their own that will be off limits to upperclassmen. In addition, special needs teachers work closely with the core teachers to ensure that each individual education plan is met and the core content is matched with regular class instruction in our Freshman Academy and throughout the entire school.

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

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

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

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

Areas of Improvement

A large percentage of students are scoring novice (43%) or apprentice (39%) in math and are scoring apprentice (43%) in writing. The percentage of students scoring novice in math increased 9.5% from the previous year. The overall achievement score decreased 1.4 points from the previous year. The overall gap score decreased 2.0 points from the previous year. A large percentage of our non-duplicated gap students are scoring novice in reading (40%) and algebra II (50%). A large percentage of the nonduplicated gap students are scoring apprentice in biology (46%) and writing (47%). Specifically in algebra II, a large percentage of nonduplicated gap students are scoring novice: free and reduced students (49%) and special needs (71%). A large percentage of special needs students are scoring novice in reading (87%), biology (64%), and U.S. history (64%). In writing, a large percentage of non-duplicated gap students are scoring apprentice: free and reduced (48%) and special needs (64%). Our percentage of students reaching benchmarks for growth declined for reading (-10.5%) and math (-8.6%). Overall growth declined by 9.5 points from the previous year. The percentage of our female students achieving college and career readiness status fell below the state average by 2.2%. The high school did not meet its delivery target for closing the achievement gap in reading and mathematics as it fell below by 10.0%. Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released K-PREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's. In addition, we offer other instructional interventions such as: CCR Math, CCR English, 21st Century Credit Recovery, 21st Century Retention Prevention, 21st Century Independent Practice, ACT Prep Sessions, and various other content-based computer programs including SkillsTutor, Study Island, Cognitive Tutor, and TCA ACT to name a few.

Additional Information

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

Our ACT composite for all juniors tested in March increased from 18.1 in 2012 to 19.1 in 2013. Our composite held steady at 19.1 for 2014.

U.S. News and World Report recognized WCHS as one of America's Best High Schools with a Bronze Award in 2009, 2010, and 2013.

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

Over the last five years, we have had 22 students selected as Governor's Scholars.

Our National Honor Society has 36 current members and 167 historical members.

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

During the 2014 Senior Honors Night, our seniors were awarded \$824,360 in scholarships.

Our academic team won the 2013 East Tennessee PBS Scholars' Bowl out of a field of 46 teams.

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

44.4% of students taking an AP exam earned a score of 3 or better.

AmeriCorp has placed a College and Career Readiness Coach at WCHS for 2014-2015 school year.

One of our senior students has been selected to serve on the Next-Generation Student Council. This will be a second term for that student.

WCHS Freshman participated with Tim Bertram in the "Use Your Gift" school program.

WCHS Future Farmers of America wins Wood Expo for fifth consecutive year. In addition, several of our FFA members placed at the state fair competition.

Several of our student organization raise money for various charities for example WCHS National Honor Society raises money for St. Jude's Children's Hospital and sponsors a blood drive.

One of our students was selected for the All State Chorus.

For 2014, 57.87% of our graduating seniors were college ready; 24.26% of our graduating seniors were career ready. The non-duplicated percentage of graduating seniors who were college or career ready was 65.53%; however, when calculating the half-point bonus for graduating seniors who were college and career ready our percentage jumps to 76.8%.

Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors (i.e. Region Boys Basketball Coach of the Year, Regional Volleyball Coach of the Year and District Football Coach of the Year).

2014-2015 Whitley County High School Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Whitley County High School Comprehensive School Improvement Plan

Plan Description

The Whitley County High Comprehensive School Improvement Plan guides the efforts by school staff and stakeholders to focus on priority needs. School leadership and teachers analyze student performance data to identify content areas of need and gaps between subgroup populations. Using this data, they have developed goals for addressing each of these priority needs and closing the achievement gaps. The plan outlines instructional as well as organizational strategies and activities that will guide school decisions to help all students achieve the goal of proficiency by 2017.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 65.5% to 67.0% meeting the state delivery target since our school delivery target is 59.5% by 2015.	Objectives: 1 Strategies: 3 Activities: 17	Organizational	\$79500
2	Increase the graduation rate from 92.3% in 2014 to 92.5% in 2015.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$30000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.8% in 2014 to 50.4% in 2015.	Objectives: 1 Strategies: 5 Activities: 30	Organizational	\$21000
4	Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual Program Review scores in Arts & Humanities, Writing, and Practical Living/Career Studies.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1099

Goal 1: Increase the percentage of students who are college and career ready from 65.5% to 67.0% meeting the state delivery target since our school delivery target is 59.5% by 2015.

Measurable Objective 1:

collaborate to demonstrate college and career readiness with an increase of 1.5% by 04/28/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

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

Category: Career Readiness Pathways

Research Cited: Career and Technical Education Data Analysis

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	02/02/2015	03/31/2015	\$1000	Other	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors
Activity - Update Industry Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certification available to preparatory students.	Career Preparation/Orientation	03/02/2015	07/31/2015	\$2000	Perkins	CTE Staff, Counselors
Activity - College Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation	03/02/2015	03/31/2015	\$0	No Funding Required	Counselors
Activity - Career Exploration Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/Orientation	08/04/2014	04/28/2015	\$0	No Funding Required	English and CTE Teachers

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Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned an A&A group this year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program	07/28/2014	04/28/2015	\$0	No Funding Required	Counselors

Activity - AmeriCorp College Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
She will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	11/03/2014	04/28/2015	\$0	No Funding Required	Counselor and Principal

Activity - College Application Awareness Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application. Daily announcements will be made regarding the benefits of post-secondary education.	Career Preparation/Orientation	10/27/2014	11/14/2014	\$0	No Funding Required	Counselors, AmeriCorp College Coach, and Teachers

Strategy 2:

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

Category: Continuous Improvement

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

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize formative assessments related to each CTE program to determine chances of success on KOSSA, Work Keys, ASVAB and Industry Certification exams.	Career Preparation/Orientation	08/08/2014	03/31/2015	\$0	No Funding Required	CTE Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program	07/28/2014	04/28/2015	\$0	No Funding Required	CTE Teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers and Principals
Activity - Advisory Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the program advisory committees for CTE programs to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	CTE Teachers and CTE Coordinator
Activity - CTE Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review CTE curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program	07/21/2014	08/04/2014	\$0	No Funding Required	CTE Teachers

Strategy 3:

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

Category: Continuous Improvement

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Team Leaders and team members analyze EPAS data, KPREP and EOC assessment results to determine gaps in instructional programming for students and determine strategies to implement in the classroom to close the gaps.	Academic Support Program	10/08/2014	04/14/2015	\$0	No Funding Required	PLC Team Leaders and Curriculum Coordinator
Activity - Benchmark Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	10/08/2014	03/31/2015	\$0	No Funding Required	Counselors and CCR Team Leader
Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/07/2014	08/04/2014	\$0	No Funding Required	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals
Activity - 21st Century Colonels Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction	08/25/2014	04/16/2015	\$75000	Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Activity - ACT Online Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All junior level English, math and science classes will complete ACT online preparation.	Technology	09/18/2014	03/02/2015	\$1500	General Fund	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders

Goal 2: Increase the graduation rate from 92.3% in 2014 to 92.5% in 2015.

Measurable Objective 1:

collaborate to increase the graduation rate 0.9% by 06/30/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

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

Category: Career Readiness Pathways

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Research Cited: Data Analysis

Activity - Incoming Freshman Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation	03/02/2015	07/31/2015	\$0	No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

Strategy 2:

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

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Curriculum Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program	01/05/2015	07/31/2015	\$0	No Funding Required	Counselors, Principals, CTE Teachers

Activity - Home Visits for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2014	06/30/2015	\$0	No Funding Required	FRYSC Coordinator

Activity - FRYSC Supplemental Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement	08/25/2014	05/29/2015	\$0	No Funding Required	FRYSC Director, 21st Century Site Coordinator

Strategy 3:

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

Category: Career Readiness Pathways

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

Activity - Career Pathway Decision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guide all 9th grade students to a career pathway based on their ILP, EXPLORE results, and EXPLORE interest inventory.	Academic Support Program	03/02/2015	07/31/2015	\$0	No Funding Required	Freshman Academy Principal and Counselors

Strategy 4:

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

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Freshman Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/07/2014	04/28/2015	\$0	No Funding Required	Freshman Academy Principal and Counselors

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other	08/04/2014	05/29/2015	\$30000	Other	Counselor

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.8% in 2014 to 50.4% in 2015.

Measurable Objective 1:

demonstrate a proficiency so that the achievement gap decreases 7.1% by 04/28/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

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

Category: Continuous Improvement

Research Cited: Best Practices

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Activity - Analyze Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by special education gap relative to state assessment data and Kentucky Continuous Monitoring Process.	Academic Support Program	10/08/2014	10/01/2015	\$0	No Funding Required	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator
Activity - Non-Cognitive Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program	08/04/2014	07/31/2015	\$0	No Funding Required	Special Education Coordinator and Special Education Teachers
Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs according to schedule which rotates monthly.	Direct Instruction	07/28/2014	04/28/2015	\$0	No Funding Required	Principals
Activity - Edivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Edivation to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan.	Professional Learning	07/28/2014	06/30/2015	\$0	No Funding Required	PD Coordinator
Activity - Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program	08/04/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers
Activity - 9 Weeks Checklists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program	10/01/2014	04/28/2015	\$0	No Funding Required	PLC Team Leaders & Curriculum Coordinator

Strategy 2:

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

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Category: Continuous Improvement

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

Activity - Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algebra I and Geometry classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/04/2014	04/28/2015	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Activity - Algebra II EOC Prep & Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algebra II classes will utilize the Carnegie Cognitive Tutor once per week. All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/18/2014	04/21/2015	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
Activity - Cognitive Tutor Student Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	07/01/2013	06/30/2014	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
Activity - Matrix Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Algebra II and Math 11 classes will utilize a matrix unit on Cognitive Tutor. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/05/2015	03/18/2015	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers
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Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	09/09/2014	04/01/2015	\$0	No Funding Required	Math PLC Team Leader

Activity - Skills Tutor and Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology	09/01/2014	04/17/2015	\$6000	Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

Activity - CCR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program	08/04/2014	04/28/2015	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, Counselors

Activity - KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/03/2014	04/28/2015	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/20/2015	04/28/2015	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist
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Strategy 3:

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

Category: Continuous Improvement

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

Activity - MAP English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/26/2013	04/01/2015	\$0	No Funding Required	English PLC Leaders, Curriculum Coordinator

Activity - Skills Tutor & Study Island - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic English skills	Technology	08/18/2014	04/17/2015	\$6000	Other	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	09/17/2014	04/13/2015	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - School Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based).	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

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Activity - ACT Prep - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation.	Direct Instruction	09/01/2014	03/02/2015	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - English II EOC Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English II teachers will utilize ACT Quality Core resources to guide their instruction.	Direct Instruction	08/04/2014	04/14/2015	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CCR English classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/20/2015	04/28/2015	\$0	No Funding Required	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist

Activity - Name It and Claim It	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction	10/08/2014	04/14/2015	\$0	No Funding Required	Teachers, Administrators, Counselors

Strategy 4:

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

Category: Continuous Improvement

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

Activity - Biology EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	07/28/2014	04/14/2015	\$1000	General Fund	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator
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Activity - ACT Prep - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes. All chemistry courses will complete ACT online prep with the TCA program.	Direct Instruction	07/28/2014	03/02/2015	\$0	No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers

Activity - Skills Tutor & Study Island - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce science skills.	Technology	09/03/2014	04/14/2015	\$6000	Other	Science PLC Team Leader, Curriculum Coordinator

Strategy 5:

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

Category: Continuous Improvement

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

Activity - US History EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/04/2014	04/14/2015	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - Data-Based Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies classes will begin each day with a data-based question and/or core content vocabulary activity.	Direct Instruction	08/04/2014	04/14/2015	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, Social Studies Teachers
Activity - History Alive!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/04/2014	04/28/2015	\$2000	General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common chapter/unit exams will be given in all social studies classes.	Academic Support Program	08/08/2014	04/28/2015	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Goal 4: Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual Program Review scores in Arts & Humanities, Writing, and Practical Living/Career Studies.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program Review by 06/01/2015 as measured by data recorded in the ASSIST tool.

Strategy 1:

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

Category: Continuous Improvement

Research Cited: Data Analysis

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Activity - Internal Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	07/28/2014	05/25/2015	\$0	No Funding Required	Evidence Manager, PLC Team Leaders, Curriculum Coordinator
Activity - Program Review Submissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	08/04/2014	04/28/2015	\$0	No Funding Required	Evidence Managers
Activity - Pilot for World Language and Global Competencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will participate in the Pilot Program Review for World Language and Global Competencies.	Academic Support Program	08/01/2014	05/25/2015	\$0	No Funding Required	World Language Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator

Goal 5: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/30/2015 as measured by the Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy 1:

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

Category: Teacher PGES

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/27/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals and Peer Observers
Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Title II Part A	District Office and Administrators
Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and New Teachers
Activity - Edviation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	General Fund	District Office, Principal and Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	No Funding Required	District Office and Principals
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, and Teachers
Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, Teachers, and SESC Coaches

Measurable Objective 2:

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

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Strategy 1:

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

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office
Activity - Data Analysis - Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (Ineffective, Developing, Accomplished, Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edivation/Other Professional Learning Opportunities	Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	District Office, Principal and Teachers
History Alive!	History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/04/2014	04/28/2015	\$2000	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Biology EOC Prep	Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	07/28/2014	04/14/2015	\$1000	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator
ACT Online Preparation	All junior level English, math and science classes will complete ACT online preparation.	Technology	09/18/2014	03/02/2015	\$1500	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders
Total					\$5500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Skills Tutor & Study Island - English	Skills Tutor and Study Island software will be used to reinforce basic English skills	Technology	08/18/2014	04/17/2015	\$6000	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Credit Recovery	Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other	08/04/2014	05/29/2015	\$30000	Counselor
21st Century Colonels Tutoring	Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction	08/25/2014	04/16/2015	\$75000	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Skills Tutor & Study Island - Science	Skills Tutor and Study Island software will be used to reinforce science skills.	Technology	09/03/2014	04/14/2015	\$6000	Science PLC Team Leader, Curriculum Coordinator
Operation Preparation	Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	02/02/2015	03/31/2015	\$1000	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors
Skills Tutor and Study Island	Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology	09/01/2014	04/17/2015	\$6000	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Total					\$124000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	District Office and Administrators
Total					\$99	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Submissions	Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	08/04/2014	04/28/2015	\$0	Evidence Managers
Curriculum Awareness	Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program	01/05/2015	07/31/2015	\$0	Counselors, Principals, CTE Teachers
US History EOC Prep	ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/04/2014	04/14/2015	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Assessment Review	Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program	08/04/2014	05/29/2015	\$0	Classroom Teachers
Advisory Committees	Utilize the program advisory committees for CTE programs to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process	08/04/2014	04/28/2015	\$0	CTE Teachers and CTE Coordinator
Name It and Claim It	Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction	10/08/2014	04/14/2015	\$0	Teachers, Administrators, Counselors
AmeriCorp College Coach	She will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	11/03/2014	04/28/2015	\$0	Counselor and Principal
Enduring Skills and Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, Teachers, and SESC Coaches

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Incoming Freshman Career Pathways	Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation	03/02/2015	07/31/2015	\$0	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal
Compass	CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/20/2015	04/28/2015	\$0	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist
Carnegie Math Curriculum	All Algebra I and Geometry classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/04/2014	04/28/2015	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Edivation	Teachers will utilize Edivation to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan.	Professional Learning	07/28/2014	06/30/2015	\$0	PD Coordinator
9 Weeks Checklists	Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program	10/01/2014	04/28/2015	\$0	PLC Team Leaders & Curriculum Coordinator
Instructional Best Practices	Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs according to schedule which rotates monthly.	Direct Instruction	07/28/2014	04/28/2015	\$0	Principals
Benchmark Evaluation	Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	10/08/2014	03/31/2015	\$0	Counselors and CCR Team Leader
CCR Math	CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program	08/04/2014	04/28/2015	\$0	Math PLC Team Leader, Curriculum Coordinator, Counselors
Data Analysis - Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (Ineffective, Developing, Accomplished, Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers

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Home Visits for At-Risk Students	Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2014	06/30/2015	\$0	FRYSC Coordinator
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/27/2014	06/01/2015	\$0	District Office Staff, Principals and Peer Observers
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and New Teachers
CTE Curriculum Alignment	Review CTE curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program	07/21/2014	08/04/2014	\$0	CTE Teachers
College Awareness	In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation	03/02/2015	03/31/2015	\$0	Counselors
FRYSC Supplemental Services	FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement	08/25/2014	05/29/2015	\$0	FRYSC Director, 21st Century Site Coordinator
Compass	All CCR English classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/20/2015	04/28/2015	\$0	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist
Internal Program Review	Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	07/28/2014	05/25/2015	\$0	Evidence Manager, PLC Team Leaders, Curriculum Coordinator
Advisor/Advisee Program	Teachers will be assigned an A&A group this year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program	07/28/2014	04/28/2015	\$0	Counselors

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School Writing Plan	All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based).	Policy and Process	08/04/2014	04/28/2015	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
On-Demand Writing	Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	09/17/2014	04/13/2015	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Analyze Gap Groups	Analyze student achievement by special education gap relative to state assessment data and Kentucky Continuous Monitoring Process.	Academic Support Program	10/08/2014	10/01/2015	\$0	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator
Curriculum Maps	Utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program	07/28/2014	04/28/2015	\$0	CTE Teachers
MAP Math	Freshman and sophomore math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	09/09/2014	04/01/2015	\$0	Math PLC Team Leader
Matrix Unit	Algebra II and Math 11 classes will utilize a matrix unit on Cognitive Tutor. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/05/2015	03/18/2015	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers
KYOTE	All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/03/2014	04/28/2015	\$0	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

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Pilot for World Language and Global Competencies	We will participate in the Pilot Program Review for World Language and Global Competencies.	Academic Support Program	08/01/2014	05/25/2015	\$0	World Language Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator
Career Pathway Decision	Guide all 9th grade students to a career pathway based on their ILP, EXPLORE results, and EXPLORE interest inventory.	Academic Support Program	03/02/2015	07/31/2015	\$0	Freshman Academy Principal and Counselors
Lesson Plans	Utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program	08/04/2014	04/28/2015	\$0	Teachers and Principals
College Application Awareness Week	During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application. Daily announcements will be made regarding the benefits of post-secondary education.	Career Preparation/Orientation	10/27/2014	11/14/2014	\$0	Counselors, AmeriCorp College Coach, and Teachers
Data Analysis	PLC Team Leaders and team members analyze EPAS data, KPREP and EOC assessment results to determine gaps in instructional programming for students and determine strategies to implement in the classroom to close the gaps.	Academic Support Program	10/08/2014	04/14/2015	\$0	PLC Team Leaders and Curriculum Coordinator
Data-Based Questions	Social Studies classes will begin each day with a data-based question and/or core content vocabulary activity.	Direct Instruction	08/04/2014	04/14/2015	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, Social Studies Teachers
ACT Prep - Science	All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes. All chemistry courses will complete ACT online prep with the TCA program.	Direct Instruction	07/28/2014	03/02/2015	\$0	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers
Student Voice Implementation	Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, and Teachers
Freshman Academy	All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/07/2014	04/28/2015	\$0	Freshman Academy Principal and Counselors

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MAP English	Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/26/2013	04/01/2015	\$0	English PLC Leaders, Curriculum Coordinator
Career Exploration Project	Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/Orientation	08/04/2014	04/28/2015	\$0	English and CTE Teachers
Student Interventions	Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/07/2014	08/04/2014	\$0	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals
Non-Cognitive Data Identification	Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program	08/04/2014	07/31/2015	\$0	Special Education Coordinator and Special Education Teachers
English II EOC Preparation	All English II teachers will utilize ACT Quality Core resources to guide their instruction.	Direct Instruction	08/04/2014	04/14/2015	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
Algebra II EOC Prep & Quality Core	All Algebra II classes will utilize the Carnegie Cognitive Tutor once per week. All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/18/2014	04/21/2015	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	District Office and Principals
Formative Assessments	Utilize formative assessments related to each CTE program to determine chances of success on KOSSA, Work Keys, ASVAB and Industry Certification exams.	Career Preparation/Orientation	08/08/2014	03/31/2015	\$0	CTE Teachers

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Common Assessments	Common chapter/unit exams will be given in all social studies classes.	Academic Support Program	08/08/2014	04/28/2015	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
ACT Prep - English	All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation.	Direct Instruction	09/01/2014	03/02/2015	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals, and Teachers
Cognitive Tutor Student Reports	Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	07/01/2013	06/30/2014	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
Total					\$0	

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Industry Certifications	Review and update industry certification available to preparatory students.	Career Preparation/Orientation	03/02/2015	07/31/2015	\$2000	CTE Staff, Counselors
Total					\$2000	

KDE Needs Assessment

Introduction

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

Data Analysis

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

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

1. What can we do instructionally to assist moving our Focus group of students with disabilities (84%) from the novice category to apprentice or proficient so as not to remain in the Focus category because of reading?
2. What can we do instructionally to move more students from the novice category in math to proficiency?
3. How can we continue to close the achievement gap by moving more students to proficiency in all content areas assessed?
4. What are the strategies we can use to show growth for our students on the math and reading portions from the PLAN to the ACT?
5. What strategies can we implement to increase our graduation rate?
6. How can we continue to earn all 23 points for the program review areas of assessment?

The data gathering and data disaggregation process was conducted by PLC team leaders, core content team managers, and team members in conjunction with the SBDM Council, district support personnel and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Pearson individual student assessment results, the school report card, the previous year's CSIP plan and feedback provided by KDE's Mary Marshall from the Division of Consolidated Plans and Audits, the KASC data analysis charts and graphs, and the KY Tell Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input, and various district program reports in order to identify objectives, strategies, and activities. We used an early release day for total data analysis as well as a full professional development day on election day to drill down on reports.

We looked at the data from our school report card and individual student listings in the following manners: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. "Celebrations" were noted and the instructional practices were listed that contributed to those successes. Additionally, we completed a "Red Flags" list and included specific instructional strategies that we believe would help improve these areas. We asked the teachers to take this overall analysis deeper in scope to include specific instructional practices that would be put in place daily in their classrooms. The last step was "sharing out" of the information and the listing of 3 "Major Take Aways" from the overall data analysis session.

Our overall 2014 score is 71.8. Our percentile rank is 75th as reported on the School Report Card. Our high school ranks 111 out of 228 schools. We have earned a school classification as "Proficient" with an assistance category labeled as a "Focus School." It is our students with disabilities scoring novice in reading that has resulted in the label. We did not meet our 2014 Annual Measurable Objective Goal of 73.3. We were -1.7 behind our AMO Goal. We met our participation rate goal and we met our graduation rate goal.

According to our 2013-2014 CSIP, our goals were as follows with brief narration regarding goal attainment:

Goal 1: Increase the percentage of students who are college and career ready from 74.6% in 2013 to 75.6% by 2014. (Met and exceeded goal - 76.8%; exceeded by +1.2).

Goal 2: Increase the graduation rate from 90.3% in 2013 to 92.3% by 2014 and 93.2% in 2015. (Met and exceeded goal by +1.1).

Goal 3: Increase the achievement gap from 41.2% in 2013 to 46.2% in 2014. (Did not meet - 36.2%; missed by -10).

Goal 4: Increase the program review scores in the areas of Arts and Humanities, PL/CS, and Writing to the proficient and/or distinguished level. (Met - scored all 23 points).

Goal 5: Utilize the results of the TELL Survey to guide administrative decisions which impact student achievement and teacher retention. (Met - 100% of teachers participated and results have been analyzed to find strengths and areas for improvement).

Goal 6: Increase the teacher capacity for implementation of PGES to 100% by July 30, 2014. (Met - all teachers have received training and are implementing the new TPGES program).

We analyze state test scores and develop specific plans to target improvement areas. We are working diligently to reduce achievement gaps that exist. Our Administrative Team and PLC Teams provide guidance as we refine our curriculum, employ research-based instructional practices and implement practice assessment strategies. We recognize students for their high achievement and outstanding performance. Further discussion of our specific assessment data follows:

Our chemistry students have shown an increase on the ACT every year from 2009-2010 academic school year to the 2013-2014 academic school year (plug in the numbers here). Since the 2012-2013 academic year, the gap has closed in our science average as compared to the state.

2012-2013 18.6 - 19.6

2013-2014 19.4-19.9

As a result, the percentage of students meeting the science benchmark has steadily increased. These science gains contribute very positively to our juniors' overall composite on the ACT. The chemistry teachers follow a specific practice science ACT test schedule incorporating full length ACT science practice exams, lab sessions, implementing the TCA ACT online test preparation program, and incorporating Barron's ACT science flash cards with vocabulary and ACT style/format questions as weekly bell ringers.

In addition, our physical science teachers in our Freshman Academy incorporate aspects of standardized exams that students will be faced with at higher grade levels that include components from the EOC, PLAN, and ACT exams. Areas represented include scientific inquiry, mathematics and measurements in science, and science practice. Since all three areas fall under content covered in chapter 1 of the textbooks, teachers spend a larger amount of time covering the material which allows for more in-depth exposure and manipulating of the material in this chapter. Also, these three areas are reflected throughout the year through classroom instruction and activities. For example, labs will incorporate elements from areas of scientific inquiry and mathematics and measurements in science as an avenue for developing and practicing such skills. Other areas represented include: charts and graphs (data representation) and experiments. Since both the PLAN and the ACT have representations of these areas, teachers incorporate these elements into classroom instruction through bell ringers, and activities. For example, labs will incorporate skills from these two areas to allow for exposure and practice in order to develop and strengthen students' knowledge and skills.

We want to reduce the percentage of students with disabilities who scored novice in all assessment areas. Comparisons of the novice scores for our students with disabilities to those without are as follows:

Reading = Of the 35.3% of all students who scored novice, 87.5% of those are identified as Special Needs Students

Science = Of the 25.0% of all students who scored novice, 65.0% of those are identified as Special Needs Students

Social Studies = Of the 20.9% of all students who scored novice, 60.0% of those are identified as Special Needs Students

Math = Of the 43.0% of all students who scored novice, 70.0% of those are identified as Special Needs Students

Writing = Of the 8.2% of all students who scored novice, 14.9% of those are identified as Special Needs Students

Language Mechanics = Of the 16.3% of all students who scored novice, 61.5% of those are identified as Special Needs Students.

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

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assessment results indicate the following in regard to gender gaps and novice results:

Reading = 40.2% of all males scored novice while 29.7% of all females scored novice.

Math = 38.1% of all males scored novice while 48.7% of all females scored novice.

Science = 27.9% of all males scored novice while 21.7% of all females scored novice.

Social Studies = 18.0% of all males scored novice while 24.1% of all females scored novice.

Writing = 9.3% of all males scored novice while 7.0% of all females scored novice.

Language Mechanics = 22.9% of all males scored novice while 9.5% of all females scored novice.

In achievement, students scored as follows (in order of largest percentage of proficient and distinguished to smallest percentage): writing 70.9%, social studies 69.9%, language mechanics 69.6%, reading 59.2%, science 53.4%, math 37.8%.

Our gap data shows that we need improvement in the following areas:

Reading = 35.3% of all students scored novice in comparison to 40.4% of the gap group which scored novice.

Math = 43.0% of all students scored novice in comparison to 49.5% of the gap group which scored novice.

Science = 25.0% of all students scored novice in comparison to 28.9% of the gap group which scored novice.

Social Studies = 20.9% of all students scored novice in comparison to 25.4% of the gap group which scored novice.

Writing = 8.2% of all student scored novice in comparison to 9.8% of the gap group which scored novice.

Language Mechanics = 16.3% of all students scored novice in comparison to 19.0% of the gap group which scored novice.

ACT preparation for our students continues to be a priority because when reviewing our ACT results, we found our overall composite is 0.3 points below the state average. However, our students are performing at the same level as their peers in three of the four areas measured on the ACT. Our students scored as follows in comparison with the peers across the state:

English = School 18.7 versus State 18.7

Math = School 18.1 versus State 19.2 (-1.1 below the state average score)

Reading = School 19.6 versus State 19.6

Science = School 19.6 versus State 19.6

Overall Composite = School 19.1 versus State 19.4

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

English = School 58.5% versus State 55.9% (+2.6% above the state)

Math = School 34.7% versus State 43.5% (-8.8% below the state)

Reading = School 50.8% versus State 47.1% (+3.7% above the state)

When comparing how our sophomore students performed on the PLAN with their peers statewide, we find our students are performing at about the same level as others in the state. In some instances, they are out performing their peers in the state.

English = School 16.7 versus State 16.5 (+.2 above state average)

Math = School 16.1 versus State 16.9 (-.8 below state average)

Reading = School 16.9 versus State 16.7 (+.2 above state average)

Science = School 17.8 versus State 18.1 (-.3 below state average)

Composite = School 17.0 versus State 17.2 (-.2 below state average)

In a review of the percentage of sophomore students at WCHS meeting the PLAN benchmarks, we found our students are out performing their peers in the areas of English and reading and behind in the areas of math and science.

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English = School 70.2% versus State 66.2% (4.0% above state average)

Math = School 20.8% versus State 25.6% (4.8% below state average)

Reading = School 51.0% versus State 48.0% (3.0% above state average)

Science = School 17.9% versus State 19.5% (1.6% below state average)

We also want to continue our positive gains in the percentage of our students who are College and Career Ready. Last year, our school graduated 65.5% of our seniors as College and Career Ready, while the state averaged 62.3% of the graduating class as College and Career Ready. We have exceeded the delivery target for 2014-2015 which is 59.5%; we are already 6% above the goal.

According to the school report card, our 2014 Four-Year Adjusted Cohort Graduation Rate was 92.3% while the state's was 87.5%. In addition, fewer males (88.5%) are graduating from Whitley County High School than females (96.1%).

Furthermore, overall our school has a positive climate and culture according to the 2013 TELL Survey results. Our school's climate and culture are positive as supported by the following results:

According to the Time section of the 2013 TELL KY Survey, 82.4% of respondents agreed class sizes are reasonable such that teachers have the time available to meet the needs of all students. 91.7% of teachers agreed that teachers are allowed to focus on educating students with minimal interruptions.

According to the Facilities and Resources section of the 2013 TELL KY Survey, 90.5% of teachers agreed that they have sufficient access to instructional technology, including computers, printers, software, and internet access. Also, 90.6% of teachers agreed that they have sufficient access to a broad range of professional support personnel. In addition, 95.3% of teachers say the physical environment of classrooms in the school supports teaching and learning.

According to the Community Support and Involvement section of the 2013 TELL KY Survey, 85.7% of teachers agreed this school maintains clear, two-way communication with the community. Also, 86.6% of teachers agreed that the community we service is supportive of this school.

According to the Managing Student Conduct section of the 2013 TELL KY Survey, 92.9% of teachers agreed they work in a school environment that is safe.

According to the Teacher Leadership section of the 2013 TELL KY Survey, 86.9% of teachers agreed they are recognized as educational experts. Also, 84.7% of teachers agreed that they are trusted to make sound professional decisions about instruction. Furthermore, 84.3% of teachers agreed they are encouraged to participate in school leadership roles.

According to the School Leadership section of the 2013 TELL KY Survey, 84.7% of teachers agreed the faculty and leadership have a shared vision. Also, 90.6% of teachers agreed they are held to high professional standards for delivering instruction. Furthermore, 90.2% of teachers agreed teacher performance is assessed objectively.

According to the Professional Development section of the 2013 TELL KY Survey, 92.0% of teachers agreed that professional learning opportunities are aligned with the school's improvement plan. Also, 86.6% of teachers agreed they are encouraged to reflect on their own practice.

According to the Instructional Practices and Support section of the 2013 TELL KY Survey, 92.9% of teachers agreed they work in professional learning communities to develop and align instructional practices. Also, 89.0% of teachers agreed they are provided supports

(i.e. instructional coaching, PLCs, etc.) that translate to improvements in instructional practices. Additionally, 94.0% of teachers agreed that they are encouraged to try new things to improve instruction. Furthermore, 85.5% of teachers agreed they have autonomy to make decisions about instructional delivery (i.e. pacing, materials, and pedagogy).

Overall 85.5% of teachers agreed our school is a good place to work and learn.

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

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?

Strengths we noted and causes to celebrate include such data as . . .

Unbridled Learning assessment comparisons from 2012-2013 to 2013-2014 reveal the following increases in these areas of accountability:

1. CCR* = 76.8% up from 74.6% (+2.2) ----- *Our CCR score reflects a base score of 65.5% plus bonus points for a final score of 76.8%
2. 4 Year Adjusted Cohort Graduation Rate = 92.3% up from 90.3% (+2.0) ----- Female graduates increased from 93.2% to 96.2% (+3). Male graduates increased from 87.5% to 90.4% (+2.9). Free/Reduced Lunch graduates increased from 89.8% to 92.5% (+2.7). Gap group graduates increased from 89.8% to 91.5% (+1.7).
3. Program Review = Arts & Humanities scored 9.4 (Proficient), Practical Living Career Studies scored 10.2 (Proficient), and Writing scored 8.4 (Proficient) for a total of 27.9 points. Our accountability points were 23 out of a possible 23.
4. In language mechanics, we received 7.6 bonus points because our distinguished performance level at 23.9% which outperformed our novice level at 16.3%. The language mechanics portion of the assessment is only 4% of accountability.

According to our district's administration data analysis: "Our strengths related to student learning at the high school level are in the area of social studies, writing, and college and career readiness. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies (+2.7%) and writing (+6.6%). The percentage of our non-duplicated gap high school students scoring in the Proficient/Distinguished category was above the state in the areas of reading (+5.8%), social studies (+8.9%), writing (+11.6%), and language mechanics (+5.6%). Our college and career readiness was 4.6% above the state average. All three areas of program reviews scored in the proficient range. Our high school has met its college and career readiness target for the past four years. To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We will continue to provide support through our curriculum leadership team whose members also serve as instructional coaches to our individual schools. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth."

In addition, the ACT composite comparison for all juniors tested in the Spring 2013 to the Spring 2014 test remained unchanged at 19.1. The percentage of students meeting the benchmarks increased as follows:

1. English from 55.3% up to 58.5% (+3.2)
2. Reading from 49.4% up to 50.8% (+1.4)

Our US History EOC proficient performance level increased from 38.4% to 52.5% (+14.1) and novice decreased from 29.7% to 20.9% (-8.8). The US History EOC scores have climbed each year since the assessment's inception. Our US History EOC teachers are composed of a seasoned staff teaching the content. They differentiate instruction through use of QFT (Question Formulation Technique), the Jigsaw teaching strategy and incorporate technology to encourage student participation (to name a few strategies).

Our Biology EOC proficient scores increased from 21.4% to 26.0% (+4.6). In fact, there has been an increase in science proficiency from SY 2014-2015

2012-2014. Our state ranking in science has risen from 207 in 2011 to 156 in 2014. And there has been an increase in science proficiency specifically within our Free/Reduced Lunch student population as well; in 2013 it was 17.3% and in 2014 it increased to 21.4% (+4.1). The biology teachers have increased the amount and frequency of laboratory exercises for all students. Additionally, they have created and implemented common biology 9-week assessments and complete data analysis of the student results.

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

Whitley County High School offers five career and technical education programs with 15 career pathways to students interested in entering the employment market after high school graduation or wanting to build a foundation for their post-secondary educational endeavors. The five areas of training are Agriculture, Business Education, Information Technology, Family and Consumer Science, and Marketing. Students select a program by the beginning of their tenth grade year and choose a career pathway which will allow them to complete a minimum of four courses needed to receive a certificate for the pathway they have chosen. The career and technical education programs at the high school level have been correlated with post-secondary institutions to allow students to receive additional training in their chosen area after high school. Students will become preparatory in their chosen program when they enroll in their third credit. Senior preparatory students will take the KOSSA exam and/or an industry certificate exam. Some students will want to go directly to a job; others may want additional training at technical school or college to receive certification, an associate's degree, or a baccalaureate degree. This program is designed to assist students in career choices and to actually prepare them for employment while in high school. Additionally, Kentucky Tech (Corbin Campus) offers classes for our students who desire vocational and technical training. Transportation is provided for students who wish to attend. It is possible for students to receive one and one-half credits per semester or three credits per year. Courses are offered so students can work toward certification in Information Technology, Automotive Technology, Drafting, Electricity, Health Science, and Welding.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that 79 students participated in KOSSA assessments and 54 of them earned KOSSA certificates, which is a passing rate of 68.35%. Individual pathway results are as follows:

- 17 students took the Administrative Support KOSSA, 16 received certificates (94.12% passing rate);
- 16 students took the Ag Power Structures KOSSA, 9 received certificates (56.25% passing rate);
- 3 students took the Communication KOSSA, 2 received certificates (66.67% passing rate);
- 1 student took the Consumer & Family Management KOSSA and received the certificate (100% passing rate);
- 9 students took the Culinary & Food Services KOSSA, 8 received certificates (88.89% passing rate);
- 3 students took the Environmental Science KOSSA, 1 received a certificate (33.33% passing rate);
- 13 students took the Horticulture KOSSA, 5 received certificates (38.46% passing rate);
- 17 students took the Marketing KOSSA, 12 received certificates (70.59% passing rate).

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

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

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We maximize attendance at parent-teacher conferences by providing supper and refreshments to all who attend as well as spotlights on some student talents. Also, we have several entities who set up tables to conveniently meet with parents: higher education, Jostens representatives, 21st Century Colonels offerings, and others from our community.

The district One-Call system reminds parents of such meetings and events. Our digital marquee at the entrance of campus also heralds important information that passersby witness daily. We hold various stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC meetings, PTO meetings, Advisory Councils, etc.) where data is consistently used to plan our school improvement efforts and to evaluate their effectiveness. Through our counselors, FRYSC, and community partners, our school offers PLC opportunities, workshops, and easily accessible written information to equip parents to serve on councils, mentor other parents, and build authentic parent participation at our school. Through our after school 21st Century Colonels programs, several community partners and PAVE support our various learning and enrichment opportunities. Additionally, school council policies ensure active roles for parents on our SBDM council and other committees in making decisions about school improvement. Parents are valued partners on our school leadership teams: PTO, FRYSC Advisory Committee, and CTE Advisory Committees to name a few. New leadership council is trained and/or mentored in their new school leadership roles by former parent leaders, special training sessions, and/or current parent leaders and school leadership.

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

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

Educators are making a difference in our school. Our average student to teacher ratio is 15:1. The average year of teaching experience at our school is 12.2 years. We have 34 male teachers and 37 female teachers. 27.5% of our teachers have a Master's degree, 47.5% of our teachers have a Rank I and 12.5% have their Bachelor's degree.

We incorporate technology into our daily instruction. 100% of our computers meet state minimum standards. The student-to-internet connected instructional computer ratio is 1.7:1 whereas the state average is 2.4:1.

Safety is a priority in our school. All parents receive district disciplinary code/student handbook. All guests are required to sign-in and all of our classrooms have telephone access to outside lines.

We support education for all learners and offer programs and services for diverse learners. 12.4% of our learners are Gifted & Talented. 14.7% of our learners are identified as special education. We have 1 English Language Learner at our school.

Opportunities for Improvement

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

According to our district administration's data analysis: "Opportunities for improvement at the high school level are in the achievement areas of algebra II, biology, and writing. A large percentage of students are scoring novice (43%) or apprentice (39%) in math and are scoring apprentice (43%) in writing. The percentage of students scoring novice in math increased 9.5% from the previous year. The overall achievement score decreased 1.4 points from the previous year. The overall gap score decreased 2.0 points from the previous year. A large percentage of our non-duplicated gap students are scoring novice in reading (40%) and algebra II (50%). A large percentage of the non-duplicated gap students are scoring apprentice in biology (46%) and writing (47%). Specifically in algebra II, a large percentage of non-duplicated gap students are scoring novice: free and reduced students (49%) and special needs (71%). A large percentage of special needs students are scoring novice in reading (87%), biology (64%), and U.S. history (64%). In writing, a large percentage of non-duplicated gap students are scoring apprentice: free and reduced (48%) and special needs (64%). Our percentage of students reaching benchmarks for growth declined for reading (-10.5%) and math (-8.6%). Overall growth declined by 9.5 points from the previous year. The percentage of our female students achieving college and career readiness status fell below the state average by 2.2%. The high school did not meet its delivery target for closing the achievement gap in reading and mathematics as it fell below by 10.0%. Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released K-PREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's."

Our sophomores who tested on the PLAN assessment showed a decrease on the composite from 2013 of 17.3 to a composite in 2014 of 17.0. The percentage of students meeting benchmarks on the PLAN test was: English 73.7 in 2013 compared to 70.2 in 2014; math 24.4 in 2013 compared to 20.8 in 2014; reading 47.7 in 2013 compared to 51.0 in 2014; science 17.2 in 2013 compared to 17.9 in 2014.

Some possible barriers that prevented us from closing the achievement gap are as follows:

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

According to the Time section of the 2013 TELL KY Survey, 24.7% of teachers feel they do not have sufficient time available to collaborate with colleagues.

According to the Community Support and Involvement section of the 2013 TELL KY Survey, 36.1% of teachers feel that parents/guardians do not support teachers or contribute to their success with students.

According to the School Leadership section of the 2013 TELL KY Survey, 22.9% of teachers feel there is not a sustained effort to address their concerns regarding professional development.

According to the Professional Development section of the 2013 TELL KY Survey, 22.2% of teachers state sufficient resources are not available for professional development in our school. Also, 25.9% of teachers express professional development is not differentiated to meet the needs of individual teachers. Additionally, 24.1% of teachers conveyed current professional development does not deepen teachers'

content knowledge. Furthermore, 32.1% of teachers declared that follow-up is not provided from professional development and 35.8% stated professional development is not evaluated and results are not communicated with teachers.

According to the Instructional Practices and Support section of the 2013 TELL KY Survey, 35.4% of teachers declare state assessment data is not available in time to impact instructional practices.

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

Occasionally, staff informally or casually asks for feedback on school's efforts to welcome and engage parents without regular data collection. To address this concern, we will invite feedback from parents through a message on progress reports, grade cards, and one-call alerts.

Presently, stakeholder surveys are provided for parents, and teachers encourage parents to respond. To increase parental involvement in stakeholder surveys, we will attach a survey to the pre-registration process and the required beginning-of-school documentation.

Our current surveys and enrollment forms collect mostly demographic information (e.g. contact information: home and cell phone numbers, mailing and physical addresses, etc.). However, we need to develop a more informative survey to collect data regarding stakeholder opinions toward student academic success and individual needs.

While our SBDM elections are held at convenient times and are well-publicized, we have less than 20% of parents vote in the SBDM parent elections. To increase participation in parent elections, we will actively recruit membership and encourage participation in the election process and decision-making tasks. We will continue to advertise our meeting times and publicize parent member elections.

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

PLC Team Leaders meet weekly with the Curriculum Coordinator and Principal to discuss curriculum, instruction, and assessment. Team members turn in curriculum checklists and parent contact logs each nine weeks. PLC Teams meet to ensure the latest information is being shared with all team members. The priority focus at all meetings is on student achievement.

PLC Teams have met to develop Common Summative Assessments which include constructed response items. In addition, Common Semester Exams are administered in all core content classes each semester and mirror the state assessments in both content and format and include rigorous multiple-choice questions.

To increase test scores among our special needs population, we have implemented several strategies. WCHS offers collaboration or resource classes for core content classes. Special needs students are grouped for testing according to their accommodations and tested by a teacher who is familiar with that student. Increased collaboration time in Algebra II has been scheduled. A special education tutor is available for afterschool Retention Prevention, Independent Practice, and during summer school Credit Recovery.

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

the SBDM Council have the opportunity to participate in Credit Recovery. A Certified Math Assistant is available to all CR classes along with a certified science teacher in two of the six class periods. A certified special education instructor also assists in five of the six class periods as well. A guidance counselor closely monitors and assists all students in the credit recovery program. As these are often students in the "at-risk" category, the guidance counselor regularly meets with these students and makes contacts home. A guidance counselor regularly refers to our Persistence to Graduation report and makes contact with those particular students who at risk of not graduating.

Also, the college and career readiness team leader tracks individual students beginning in the 9th grade through the 12th grade to determine current CCR status. Senior students are placed in their English and math classes based upon their ACT score demonstrating college readiness or need for intervention as determined by KDE.

We have a new College Coach working with our counselors and students. Whitley County High School has been chosen, among many other schools, to host an AmeriCorps College Coach. The Kentucky College AmeriCorps Program is administered by Kentucky Campus Compact in partnership with Northern Kentucky University and KHEAA. Ms. Lisa Barber explains her role at WCHS, "My goal as a college coach is to ensure that students (first generation college-going, low-income and minority) get the information, knowledge, and coaching they need and deserve to make educated decisions and plans about their future. I am excited to be working with Whitley County High School and look forward to helping students work towards their goals after high school."

All Algebra I and Geometry classes are taught using the Carnegie curriculum. Sixty percent of instructional time consists of introduction, modeling, and practicing content. The remaining forty percent of instructional time is spent on Cognitive Tutor; math teachers use the Cognitive Tutor lab time as small group intervention for student mastery of math concepts and skills. All Algebra II classes implement Cognitive Tutor once a week. Math teachers access skills alert reports, class progress reports, and student detail reports to guide their instruction and the selection of classroom activities.

To prepare students for the EOC Assessments in English II, Algebra II, Biology, and US History courses, teachers utilize ACT Quality Core materials and the formative item pool to guide their instruction and to enhance their rigor and relevance within the curriculum. Teachers follow a weekly schedule of EOC practice as designed by respective teams. The nine-weeks curriculum checklist and EOC practice schedule is updated regularly to reflect student mastery of the scope of content to be covered.

9th - 10th grade English and math students test at the beginning, mid-year, and end of the year on MAP assessments. Teachers utilize MAP reports to identify student improvement areas and design instructional strategies accordingly. Students can utilize the Study Island online program to work at their own pace to reach proficiency in various skills applications. Study Island is a completely web-based program built using state standards for all content areas. The "College and Career Readiness Instructional Bundle" includes differentiated instruction, formative and summative assessments, practice for students to increase student mastery and student achievement, and review for ACT, EOC and AP coursework. In addition, the Skills Tutor online program provides students practice on basic skills concepts. English, math and science modules are available for basic skills practice through the online Skills Tutor program. Skills Tutor removes limitations on learning by targeting, supplementing, and complementing the core curriculum. The curriculum provides differentiated instruction and intervention for students at their own pace and learning level.

All junior level English, math and science classes use the TCA ACT online preparation program. These students take a scrimmage ACT test during the fall testing window. Teachers can target improvement areas as shown on the individual student reports between the scrimmage test date and the March 3, 2015, state testing date for the ACT preparation. Each content area has developed a practice schedule to incorporate ACT. ACT preparation materials are available for each of these content areas. These materials are part of weekly instruction as well as daily bell ringers and their use is documented in the teacher's lesson plan. Twice a semester, we offer Saturday ACT test prep sessions and after-school ACT test prep sessions as well.

WCHS juniors and seniors may participate in the following Advanced Placement Courses: AP Biology, AP Calculus, AP Chemistry, AP Computer Science, AP English III and IV, AP Government, AP Spanish Language, and AP US History. Juniors and seniors are also given the opportunity to earn high school and college credit by enrolling in dual credit courses through University of the Cumberlands and Eastern Kentucky University.

Conclusion

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

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

Our goals for the upcoming year include:

1. Increase the average proficiency in reading for our students with disabilities from 15.2% to 39.8%.
2. Increase the average proficiency in math for all students from 18.7% to 46.0%.
3. Close the achievement gap in all content areas by moving students from the novice and apprentice categories to the proficient and distinguished categories by 2015:
 - ***** Reading from 53.7 to 59.8
 - ***** Math from 18.7 to 46.0
 - ***** Science from 31.8 to 38.8
 - ***** Social Studies from 60.7 to 59.1 (already exceeded goal) to 65.0 by 2016
 - ***** Writing from 49.9 to 61.0
4. Increase achievement by moving students from the novice category to apprentice or above by 2015. Our current NAPD scores are:
 - ***** Reading - 59.2
 - ***** Math - 37.8
 - ***** Science - 53.4
 - ***** Social Studies - 69.9
 - ***** Writing - 70.9
 - ***** Language Mechanics - 69.6
5. Increase the four year adjusted cohort graduation rate from 92.3% to 92.5% by 2015.
6. Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual program review scores in Arts & Humanities, Writing, and PL/CS.
7. Increase the percentage of students who are college and career ready from 65.5% to 67.0% meeting the state delivery target since our school delivery target is 59.5% by 2015.

8. Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 30.8% in 2014 SY 2014-2015

to 50.4% in 2015.

9. Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

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

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Alan Sweet, Principal

Amanda Croley, Asst. Principal

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director

PLC Leaders & Content Managers:

Laurel Bowlin - CCR & Writing Program Review

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS & PLCS Program Review

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

Amy Hess - English/Language Arts & English II

Burton Richardson - Math & Algebra II

Ben Croley - Science & Biology

Kyle Adams - Geometry

Matt Anderson - World Civilizations

Jarred Earnest - Chemistry

Stacy Manning - English III

Site-Based Decision Making Council:

Alan Sweet, Principal

Glen Croley, Teacher

Holly Jacobs, Teacher

Johnna Robinson, Teacher

Cymbre Crisologo, Parent Representative

Stacey Estes, Parent Representative

Whitley County High School Teachers

District Support Staff:

Paula Rickett

Heather Stewart

Kim Creekmore

Ruth Osborne

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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.	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
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
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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

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

KDE Comprehensive School Improvement Plan

Whitley County High School

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
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
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.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

KDE Comprehensive School Improvement Plan

Whitley County High School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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
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
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
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.	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
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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
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 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
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
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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
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
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff has posted council policy on classroom visits, with access to all classrooms.	Distinguished

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
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.

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

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

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

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

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

Director, District G/T Coordinator, College & Career Readiness Content Manager, and School College and Career Readiness Coach

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

Improvement Areas: Relationship Building, Communications, and Decision Making

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

Occasionally, staff informally or casually asks for feedback on school's efforts to welcome and engage parents without regular data collection. To address this concern, we will invite feedback from parents through a message on progress reports, grade cards, and one-call alerts.

Presently, stakeholder surveys are provided for parents and teachers encourage parents to respond. To increase parental involvement in stakeholder surveys, we will attach a survey to the pre-registration process and the required beginning-of-school documentation.

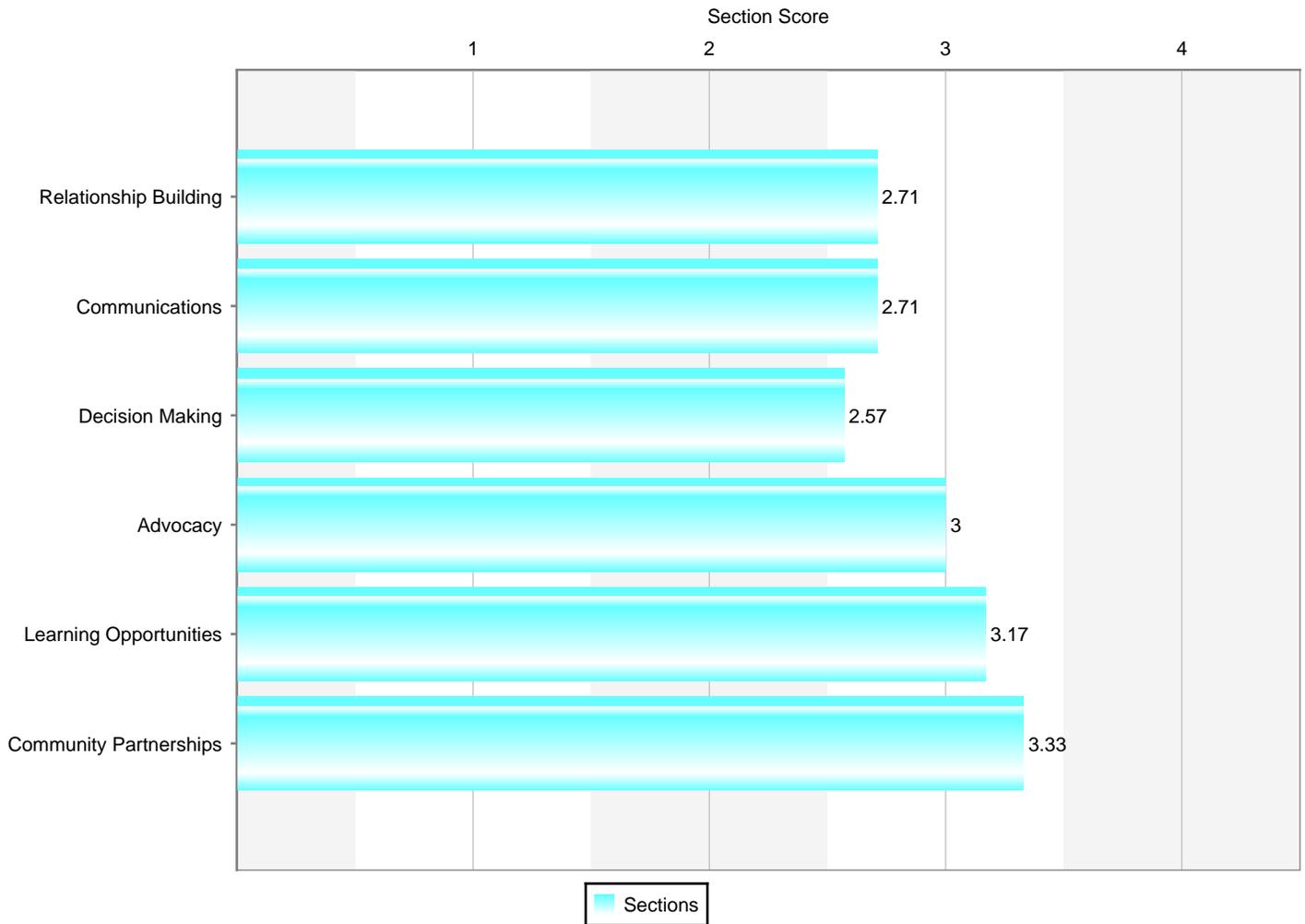
Our current surveys and enrollment forms collect mostly demographic information (e.g. contact information: home and cell phone numbers, mailing and physical addresses, etc.). However, we need to develop a more informative survey to collect data regarding stakeholder opinions toward student academic success and individual needs.

While our SBDM elections are held at convenient times and are well-publicized, we have less than 20% of parents vote in the SBDM parent elections. To increase participation in parent elections, we will actively recruit membership and encourage participation in the election process and decision making tasks. We will continue to advertise our meeting times and publicize parent member elections.

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

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

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

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

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

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

Alan Sweet, Principal

Amanda Croley, Asst. Principal

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director

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Whitley County High School

PLC Leaders & Content Managers:

Laurel Bowlin - CCR & Writing Program Review

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS & PLCS Program Review

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

Amy Hess - English/Language Arts & English II

Burton Richardson - Math & Algebra II

Ben Croley - Science & Biology

Kyle Adams - Geometry

Matt Anderson - World Civilizations

Jarred Earnest - Chemistry

Stacy Manning - English III

Site-Based Decision Making Council:

Alan Sweet, Principal

Glen Croley, Teacher

Holly Jacobs, Teacher

Johnna Robinson, Teacher

Cymbre Crisologo, Parent Representative

Stacey Estes, Parent Representative

Whitley County High School Teachers

District Support Staff:

Paula Rickett, District Assessment Coordinator and Title I Coordinator

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and 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.

Monthly SBDM meetings followed by PTO meetings as necessary

Weekly PLC Team Leader meetings

School-wide PLC team meetings bi-monthly

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Annual Board Presentation held in December

Monthly FRYSC Advisory Council meetings

Once per semester Parent/Teacher Night Conferences

Monthly faculty meetings with the entire faculty

21st Century Site-Coordinator and staff meetings

Program Review Evidence Manager meetings as needed

Core Content Team Manager meetings as needed

District Support Personnel as needed

Access of the plan is available on the district webpage

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

Items discussed are documented in our meeting agendas and notes

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

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not Applicable.	

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 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Software utilized to provide additional instruction for students experiencing difficulty mastering achievement standards: Skills Tutor, Study Island, FLRT, Cognitive Tutor, Edgenuity, and TCA ACT Prep.	

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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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County High School

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

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

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

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Examples of software utilized to provide additional instruction for students experiencing difficulty mastering achievement standards: Skills Tutor, Study Island, FLRT, Cognitive Tutor, Edgenuity, and TCA ACT Prep.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Faculty and staff plan activities such as: guest speakers, college admissions counselors, college financial aid advisors, military recruiters, community stakeholders, community employers, and enrichment field trips.	

Label	Assurance	Response	Comment	Attachment
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	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County High School

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.whitley.kyschools.us/Whitley_Board/centraloffice/Consolidated_files/WCHS2013.pdf	

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	No	Not applicable because all our teachers are certified in their field of instruction.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. 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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	On the Title I Ranking Report, there are not any of these positions listed.	

KDE Comprehensive School Improvement Plan

Whitley County High School

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

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

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

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

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

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

Compliance and Accountability - High 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 TELL KY Survey results.

Goal 1:

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

Measurable Objective 1:

collaborate to analyze the results of the TELL Survey by 06/30/2015 as measured by PLC Team recommendations from data review.

Strategy1:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Utilize TELL Survey Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Responses to the TELL Survey will be used to support sound educational policies and practices as based on the views of certified educators in our school.	Policy and Process			07/01/2014	06/30/2015	\$0 - No Funding Required	Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.8% in 2014 to 50.4% in 2015.

Measurable Objective 1:

demonstrate a proficiency so that the achievement gap decreases 7.1% by 04/28/2015 as measured by the Unbridled Learning Formula.

Strategy1:

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

Category: Continuous Improvement

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

KDE Comprehensive School Improvement Plan

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Activity - Matrix Unit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra II and Math 11 classes will utilize a matrix unit on Cognitive Tutor. This unit will help with concepts on EOC and ACT.	Direct Instruction			01/05/2015	03/18/2015	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers

Activity - MAP Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program			09/09/2014	04/01/2015	\$0 - No Funding Required	Math PLC Team Leader

Activity - CCR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, Counselors

Activity - Skills Tutor and Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology			09/01/2014	04/17/2015	\$6000 - Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

Activity - KYOTE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction			12/03/2014	04/28/2015	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

Activity - Cognitive Tutor Student Reports	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring			07/01/2013	06/30/2014	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers

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Activity - Compass	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction			01/20/2015	04/28/2015	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist

Activity - Algebra II EOC Prep & Quality Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra II classes will utilize the Carnegie Cognitive Tutor once per week. All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction			08/18/2014	04/21/2015	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers

Activity - Carnegie Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra I and Geometry classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction			08/04/2014	04/28/2015	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

Strategy2:

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

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Instructional Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs according to schedule which rotates monthly.	Direct Instruction			07/28/2014	04/28/2015	\$0 - No Funding Required	Principals

Activity - Non-Cognitive Data Identification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program			08/04/2014	07/31/2015	\$0 - No Funding Required	Special Education Coordinator and Special Education Teachers

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Activity - Analyze Gap Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by special education gap relative to state assessment data and Kentucky Continuous Monitoring Process.	Academic Support Program			10/08/2014	10/01/2015	\$0 - No Funding Required	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator

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

Activity - Assessment Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program			08/04/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - 9 Weeks Checklists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program			10/01/2014	04/28/2015	\$0 - No Funding Required	PLC Team Leaders & Curriculum Coordinator

Strategy3:

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

Category: Continuous Improvement

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

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Activity - On-Demand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction			09/17/2014	04/13/2015	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - Compass	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CCR English classes will utilize results from the Compass test to drive their instruction.	Direct Instruction			01/20/2015	04/28/2015	\$0 - No Funding Required	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist

Activity - MAP English	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program			08/26/2013	04/01/2015	\$0 - No Funding Required	English PLC Leaders, Curriculum Coordinator

Activity - Name It and Claim It	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction			10/08/2014	04/14/2015	\$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - School Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based).	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

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Activity - ACT Prep - English	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation.	Direct Instruction			09/01/2014	03/02/2015	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - English II EOC Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English II teachers will utilize ACT Quality Core resources to guide their instruction.	Direct Instruction			08/04/2014	04/14/2015	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

Activity - Skills Tutor & Study Island - English	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic English skills	Technology			08/18/2014	04/17/2015	\$6000 - Other	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Strategy4:

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

Category: Continuous Improvement

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

Activity - ACT Prep - Science	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes. All chemistry courses will complete ACT online prep with the TCA program.	Direct Instruction			07/28/2014	03/02/2015	\$0 - No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers

Activity - Skills Tutor & Study Island - Science	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce science skills.	Technology			09/03/2014	04/14/2015	\$6000 - Other	Science PLC Team Leader, Curriculum Coordinator

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Activity - Biology EOC Prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction			07/28/2014	04/14/2015	\$1000 - General Fund	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator

Strategy5:

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

Category: Continuous Improvement

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

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common chapter/unit exams will be given in all social studies classes.	Academic Support Program			08/08/2014	04/28/2015	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - US History EOC Prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction			08/04/2014	04/14/2015	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology			08/04/2014	04/28/2015	\$2000 - General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

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

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

Goal 1:

Increase the graduation rate from 92.3% in 2014 to 92.5% in 2015.

Measurable Objective 1:

collaborate to increase the graduation rate 0.9% by 06/30/2015 as measured by the Unbridled Learning Formula.

Strategy1:

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

Category: Career Readiness Pathways

Research Cited: Data Analysis

Activity - Incoming Freshman Career Pathways	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation			03/02/2015	07/31/2015	\$0 - No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

Strategy2:

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

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Freshman Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program			07/07/2014	04/28/2015	\$0 - No Funding Required	Freshman Academy Principal and Counselors

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other			08/04/2014	05/29/2015	\$30000 - Other	Counselor

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Strategy3:

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

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Curriculum Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program			01/05/2015	07/31/2015	\$0 - No Funding Required	Counselors, Principals, CTE Teachers

Activity - FRYSC Supplemental Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement			08/25/2014	05/29/2015	\$0 - No Funding Required	FRYSC Director, 21st Century Site Coordinator

Activity - Home Visits for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits will be made to any at-risk student by referral.	Parent Involvement			07/01/2014	06/30/2015	\$0 - No Funding Required	FRYSC Coordinator

Strategy4:

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

Category: Career Readiness Pathways

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

Activity - Career Pathway Decision	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide all 9th grade students to a career pathway based on their ILP, EXPLORE results, and EXPLORE interest inventory.	Academic Support Program			03/02/2015	07/31/2015	\$0 - No Funding Required	Freshman Academy Principal and Counselors

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

Goal 1:

Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the

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individual Program Review scores in Arts & Humanities, Writing, and Practical Living/Career Studies.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program Review by 06/01/2015 as measured by data recorded in the ASSIST tool.

Strategy1:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Pilot for World Language and Global Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Pilot Program Review for World Language and Global Competencies.	Academic Support Program			08/01/2014	05/25/2015	\$0 - No Funding Required	World Language Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator

Activity - Program Review Submissions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology			08/04/2014	04/28/2015	\$0 - No Funding Required	Evidence Managers

Activity - Internal Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program			07/28/2014	05/25/2015	\$0 - No Funding Required	Evidence Manager, PLC Team Leaders, Curriculum Coordinator

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

Goal 1:

Increase the percentage of students who are college and career ready from 65.5% to 67.0% meeting the state delivery target since our school delivery target is 59.5% by 2015.

Measurable Objective 1:

collaborate to demonstrate college and career readiness with an increase of 1.5% by 04/28/2015 as measured by the Unbridled Learning Formula.

Strategy1:

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

Category: Continuous Improvement

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

Activity - Benchmark Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program			10/08/2014	03/31/2015	\$0 - No Funding Required	Counselors and CCR Team Leader

Activity - 21st Century Colonels Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction			08/25/2014	04/16/2015	\$75000 - Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor

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Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program			07/07/2014	08/04/2014	\$0 - No Funding Required	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals

Activity - ACT Online Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All junior level English, math and science classes will complete ACT online preparation.	Technology			09/18/2014	03/02/2015	\$1500 - General Fund	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Team Leaders and team members analyze EPAS data, KPREP and EOC assessment results to determine gaps in instructional programming for students and determine strategies to implement in the classroom to close the gaps.	Academic Support Program			10/08/2014	04/14/2015	\$0 - No Funding Required	PLC Team Leaders and Curriculum Coordinator

Strategy2:

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

Category: Continuous Improvement

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

Activity - Advisory Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the program advisory committees for CTE programs to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	CTE Teachers and CTE Coordinator

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers and Principals

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Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program			07/28/2014	04/28/2015	\$0 - No Funding Required	CTE Teachers

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize formative assessments related to each CTE program to determine chances of success on KOSSA, Work Keys, ASVAB and Industry Certification exams.	Career Preparation/Orientation			08/08/2014	03/31/2015	\$0 - No Funding Required	CTE Teachers

Activity - CTE Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review CTE curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program			07/21/2014	08/04/2014	\$0 - No Funding Required	CTE Teachers

Strategy3:

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

Category: Career Readiness Pathways

Research Cited: Career and Technical Education Data Analysis

Activity - Update Industry Certifications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certification available to preparatory students.	Career Preparation/Orientation			03/02/2015	07/31/2015	\$2000 - Perkins	CTE Staff, Counselors

Activity - Career Exploration Project	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/Orientation			08/04/2014	04/28/2015	\$0 - No Funding Required	English and CTE Teachers

Activity - College Application Awareness Week	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application. Daily announcements will be made regarding the benefits of post-secondary education.	Career Preparation/Orientation			10/27/2014	11/14/2014	\$0 - No Funding Required	Counselors, AmeriCorp College Coach, and Teachers

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Activity - AmeriCorp College Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
She will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation			11/03/2014	04/28/2015	\$0 - No Funding Required	Counselor and Principal

Activity - Advisor/Advisee Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned an A&A group this year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program			07/28/2014	04/28/2015	\$0 - No Funding Required	Counselors

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation			02/02/2015	03/31/2015	\$1000 - Other	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors

Activity - College Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation			03/02/2015	03/31/2015	\$0 - No Funding Required	Counselors