

Jenkins Independent School District Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

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

- Ninety-nine percent (99%) of students with disabilities in grade 6 scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 77% of all students.
- Seventy-one percent (71%) of students with disabilities in grade 7 scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 68% of all students.
- One hundred percent (100%) of students with disabilities in grade 8 scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 72% of all students.
- One hundred percent (100%) of students with disabilities in grade 10 scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 66% of all students.
- One hundred percent (100%) of students with disabilities in grade 3 scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 71% of all students.
- One hundred percent (100%) of students with disabilities in grade 6 scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 77% of all students.
- Ninety percent (90%) of students with disabilities in grade 8 scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 85% of all students.
- One hundred percent (100%) of students with disabilities in grade 10 scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 84% of all students.
- One hundred percent (100%) of all students at the elementary level scored below proficiency on the Kentucky Summative Assessment (KSA) in on-demand writing.
- Ninety-two percent (92%) of all students at the elementary level scored below proficiency on the Kentucky Summative Assessment (KSA) in social studies.
- Eighty-three percent (83%) of all students at the middle school level scored below proficiency on the Kentucky Summative Assessment (KSA) in social studies.
- Eighty-six percent (86%) of all students at the elementary level scored below proficiency on the Kentucky Summative Assessment (KSA) in science.
- Eighty-five percent (85%) of all students at the middle school level scored below proficiency on the Kentucky Summative Assessment (KSA) in science.
- Seventy-nine percent (79%) of all students at the elementary level scored below proficiency on the Kentucky Summative Assessment (KSA) in math.

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

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

<p>KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<ul style="list-style-type: none"> • Provide protected time for teachers to deconstruct standards, revise pacing guides and develop units of study. • Teachers will utilize The Teacher Clarity Playbook professional learning to extract skills and concepts from each standard. • Develop a timeline for curriculum review that is congruent to the KDE standards revision timeline.
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	<ul style="list-style-type: none"> • Ensure teachers are using the gradual release of responsibility (Pinwheel) for lesson planning and reflection during PLC. • Develop a timeline to align HQIRs to pacing guides and unit plans. • Fully implement PLC data conversations to monitor and adjust instruction. • Develop a formal MTSS Plan for movement within tiers both behaviorally and academically. • Develop and implement a co-teaching model that is used across the district.

Indicator

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elem: Low Middle: Very Low High: Low	Elem: Increased Significantly Middle: Maintained High: Declined
State Assessment Results in science, social studies and writing	Elem: Low Middle: Low High: High	Elem: Increased Middle: Increased Significantly High: Increased Significantly
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Elem: Low	Elem: Declined

Indicator	Status	Change
	Middle: Medium High: Medium	Middle: Declined Significantly High: Declined Significantly
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	Low	Maintained

Explanations/Directions

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><i>(i.e. Six Sigma, Shipley, Baldrige, etc.).</i></p>				

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the number of students scoring proficient and distinguished by 10% in reading and math by May 2024.	KCWP 1: Develop a systematic approach for the design and deployment of standards to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.	Implement the district established framework (i.e., Instructional Expectations, Lesson Design, Data-Driven Instruction) to ensure an aligned instructional system. (IP 1,2)	The Administrative Team conducts classroom walkthroughs to provide feedback to teachers on the design and deployment of standards.	30-60-90 day plans monitored and updated monthly by school leadership meeting	320KC SIF Extra Service pay for reading and math curriculum documents
		Implement and monitor a process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff. (IP1)	Revised curriculum documents (Pacing Guides and/or maps, Units of Study including assessments) for reading and math in all grade levels.	Classroom observation data monitored bi-monthly by leadership team	320KC SIF Extra Service pay for reading and math curriculum documents
		Professional Learning Plan includes targeted, job-embedded learning opportunities for <i>Clarity for Learning</i> and curriculum implementation for all instructional staff.	Revised curriculum documents (Pacing Guides and/or maps, Units of Study including assessments) for reading and math in all grade levels.	Plus/Delta feedback on the effectiveness of professional learning as scheduled by instructional team	320KC SIF Professional Learning trainers Professional Learning extra service teacher pay Continuous Improvement Summit Shiple Systems Training PLC Leads

Goal 1 (State your reading and math goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Align Envisions instructional resources with the KAS and use to support effective lesson design.	Monitor fidelity of implementation of the HQIRs for Reading and Math through classroom walkthroughs and PLCs.	Curriculum meeting agendas and minutes monitored quarterly by Instructional Coach	N/A
		Develop expectations and create a schedule for curriculum meetings to review the alignment between standards, learning intentions, success criteria and assessment measures. (IP 1)	Implementation of collaborative curriculum/instruction meetings.	PLC agendas and minutes monitored weekly by PLC Leads	320KC SIF Professional Learning trainers Professional Learning extra service teacher pay
		Implement the district-wide process for PLC using DuFour's questions and Plan, Do, Study, Act (PDSA) as a model. (IP 1,2) Ensure the process consists of the following components: 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data	PLC protocols developed to ensure systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using classroom assessment data. Monitor the effectiveness of the PLC process and the impact of PLC on improving professional practice and increasing positive student outcomes by analyzing student assessment data.	MAP, Interim, and STAR assessment data analyzed, and next steps created 3 times per year by instructional leadership and teachers	Solution Tree PLC at Work– 320KC SIF Professional Learning trainers Professional Learning extra service teacher pay

Goal 1 (State your reading and math goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement the district literacy plan. (IP 1,2)	Monitor the implementation of the district literacy plan through unit/lesson plans, PLCs and classroom observations.	Lesson plans and classroom observations monitored weekly by principals and instructional coach	N/A
Objective 2 Jenkins Independent School will increase the number of students scoring proficient and distinguished by 10% in reading and math by May 2024.	KCWP 2 Design and Deliver Instruction ensures the instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social emotional competencies.	Hire an MTSS Coach to collect and analyze data, organize student data and to monitor students' and their progress throughout Tier 1, 2 and 3. (IP 1,2)	Monitor the movement of students throughout tiers through data charts, intervention plans, and assessment data.	Weekly and monthly progress monitoring data sheets and MAP, Interim, and STAR assessment data.	320KC SIF Salary for a MTSS Coach
		Schedule Writing Professional Development with Writing Revolution and Angela Hilterbrand for all Reading/Writing teachers. (IP 2)	Monitor the movement of students throughout tiers through data charts, intervention plans, and assessment data.	Evidence of Writing Revolution strategies in lesson plans and during classroom observations.	320KC SIF Professional Learning trainers Professional Learning extra service teacher pay
		Continue work with KDE Continuous Improvement Coaches to implement clarity with fidelity across grade levels and content areas. (IP 2)	Improve learning intentions, creation and use of formative assessments, and use of data to improve instruction.	PLC agendas, classroom walkthrough data from KDE coaches and the instructional team, formative assessment checklists/data, and sample formative assessments.	320KC SIF Professional Learning, extra service pay
		Begin work with Continuous Improvement Coaches to train teachers and implement co-teaching models in the classroom. (IP 2)	Increased effectiveness of co-teaching in content classes and improved classroom instruction for all students.	PLC agendas, classroom walkthrough data, and lesson plans.	320KC SIF Professional Learning, extra service pay
		Continue work with KVEC through KY's Math Transformation Zone to facilitate evidence-based math instruction (IP 2)	Inclusion of the 8 mathematical practices in daily math instruction across all grade levels K-	KMIT walkthroughs Coaching sessions	N/A

Goal 1 (State your reading and math goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			8 th using Implementation Science theory		

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

Goal 2 (State your science, social studies, and writing goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the overall number of students scoring proficient and distinguished by 10% in science, social studies, and writing by May 2023.	KCWP 1: Develop a systematic approach for the design and deployment of standards to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in science, social studies, and writing.	Implement the district established framework (i.e., Instructional Expectations, Lesson Design, Data-Driven Instruction) to ensure an aligned instructional system. (IP 1,2)	Conduct classroom observations and provide feedback to teachers on effective design and deployment of standards. Revised curriculum documents (Pacing Guides and/or maps, Units of Study including assessments) for science, social studies and writing in all grade levels. <ul style="list-style-type: none"> • MAP Data Analysis • Interim Data Analysis 	Classroom observation forms and data, PLC/Teacher Work Day Agendas, MAP assessment and interim data.	N/A
		Implement and monitor a process to ensure a guaranteed and viable curriculum for science, social studies and writing aligned to Kentucky Academic Standards including learning intentions and success criteria and	Monitor fidelity of implementation of the HQIRs for science, social studies and writing through classroom walkthroughs and PLCs	Instructional leadership team agendas and minutes, classroom walkthrough data, and Social Studies, Science, and Writing team agendas.	320KC SIF Professional Learning, extra service pay

Goal 2 (State your science, social studies, and writing goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		paced with accuracy (including aligned assessments) by instructional staff. (IP 1)			
		Implement and monitor a process to ensure applicable professional learning experiences in science, social studies and writing enable teachers to implement KAS in content classes. (IP 1)	Review and apply Plus/Delta feedback to increase the effectiveness of professional learning.	District and Instructional Team Leadership team agendas, the Professional Learning Plan, and professional development agendas.	320KC SIF Professional Learning, extra service pay
		Develop expectations and create a schedule for curriculum meetings to review the alignment between standards, learning targets and assessment measures. (IP 1)	Implementation of collaborative curriculum/instruction meetings.	Instructional leadership team agendas and PLC agendas.	320KC SIF Professional Learning, extra service pay
		Implement the district-wide process for PLC using DuFour's questions and Plan, Do, Study, Act (PDSA) as a model. (IP 1,2) Ensure the process consists of the following components: 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data.	PLC protocols developed to ensure systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using assessment data. Monitor the effectiveness of the PLC process and the impact of PLC on improving professional practice and increasing positive student outcomes by analyzing student assessment data.	School leadership team agendas, instructional leadership meeting agendas, PLC agendas, and PDSA protocol forms.	320KC SIF Professional Learning, extra service pay

Goal 2 (State your science, social studies, and writing goal.): Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>Analyze formative and summative assessments during PLCs to determine the level of mastery by all students and use the analysis to make instructional adjustments.</p> <p>The administrative team monitors through lesson review and the PLC process.</p>		
		<p>Ensure writing opportunities for students in all content areas are intentionally planned in the design and delivery of instruction.</p>	<p>Student learning experiences include opportunities to write in science and social studies</p>	<p>The writing plan, science and social studies lesson plans, and student writing samples.</p>	<p>320KC SIF Professional Learning, extra service pay</p>

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the percentage of students with disabilities scoring proficient and distinguished by 11.5% in reading and math by May 2023.	KCWP2: Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.	Deploy a systems approach to continuous school improvement. (IP 2)	School leadership participates in School Improvement for Performance Excellence training	Professional development hours/certificates.	320KC SIF Professional Learning
		Deploy a systems approach to continuous school improvement. (IP 2)	<i>Clarity for Learning</i> plan developed and deployed	Professional Learning Plan, PLC agendas	320KC SIF Professional Learning
		Ensure the implementation of a lesson design that is inclusive of the five components of <i>Clarity for Learning</i> . (IP 2)	A lesson design process developed and implemented. The administrative team monitors the design and delivery of instruction through a clarity lens.	Lesson plans, district walkthrough forms, walkthrough data.	N/A
		Adopt and deploy a co-teaching model. (IP 2)	Identify a pilot co-teaching team and provide professional learning. Implementation of a co-teaching model	Instructional and school leadership team meeting agendas, co-teaching plan.	320KC SIF Professional Learning
		Monitor instruction to ensure all students have an equitable opportunity to receive high quality core instruction. (IP 1,2)	School walkthrough schedule created and implemented. Walkthrough tool revised and	Walkthrough schedule, data, and tool.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implemented to align with <i>Clarity for Learning</i>.</p> <p>Monitor classroom instruction and lesson plans for high expectations, differentiation, student engagement and use of data to make instructional decisions. (IP 2)</p>	<p>Analyze walkthrough data to determine the effectiveness of classroom instruction.</p> <p>Review lesson/unit plans and provide timely and actionable feedback to teachers.</p>	<p>School leadership agendas, instructional leadership agendas, lesson plans.</p>	<p>N/A</p>
		<p>Monitor and document tiered movement and instructional next steps. (IP 2)</p>	<p>Monitor and document tiered movement and instructional next steps during MTSS meetings and PLC.</p> <p>Professional Learning Plan</p> <p>Master Schedule MAP Data analysis IEP Progress Monitoring</p>	<p>School leadership team/MTSS Team</p>	<p>N/A</p>

4: English Learner Progress

Goal 4 (State your English learner goal.): The district does not have EL students at this time.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Jenkins Independent School will increase the overall score on the QSCS survey at the elementary school level from 75.1% to 85.1% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 80.9% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 77.7% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the overall score on the QSCS survey at the elementary School level from 75.1% to 78.4% by May 2023.	Develop a systematic approach for the design and deployment of standards to ensure the creation of an environment in which students learn and the support they are offered meets their individual needs.	Collectively review and revise the vision and mission statements that reflect core values of the school and support academic achievement for all students. (IP 1, 2)	Vision and mission statements reviewed with revisions as necessary.	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	General Fund
		Implement Lion’s Quest social emotional learning program to support the whole child. (IP 2)	Monitor the implementation of Lion’s Quest SEL program.	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	General Fund
Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 74.2% by May 2023.		Clearly define and articulate student expectations and group norms within the school. (IP 2)	Positive Behavior Intervention and Supports (PBIS) expectations are implemented with consistency and fidelity. Display and reference key concepts of PBIS in both buildings. Bi-monthly data analysis of major and minor behavior referrals	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	General Fund
Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 71% by May 2023.		Coordinate work with University of Louisville CIBRS to complete a MTSS Self- Assessment & Training Sessions.	MTSS plan is developed.	MTSS agendas and minutes reviewed quarterly by district instructional team.	General Fund

Goal 5 (State your climate and safety goal.): Jenkins Independent School will increase the overall score on the QSCS survey at the elementary school level from 75.1% to 85.1% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 80.9% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 77.7% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Disaggregated assessment and learning data		
		Develop a clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MTSS Plan MTSS Meeting Minutes MTSS Needs Assessment Master Schedule	MTSS agendas and minutes reviewed quarterly by district instructional team.	General Fund
		Provide opportunities for student input and voice in the school schedule and school activities (ie Student Leadership Council, clubs and options for rotation classes, including visual, dramatic and performing arts.)	School schedule will include choices and opportunities for club participation and performing arts exploration. Student voice surveys will be used to gauge student involvement in and satisfaction with options. Student Leadership Councils will be developed at each level (elem., middle and high) to help plan	Club and Class participation rosters (rotations) Student voice surveys (mirroring QSCS) will be reviewed by the School Leadership Team to ensure clubs and activities are commensurate with student choice, thereby increasing favorable QSCS responses. Student Leadership Council meetings will include survey data disaggregation and will be monitored by principals. Principals will guide and share activities with the School and District Leadership Team quarterly for feedback and consideration of revisions.	Title I General Fund

Goal 5 (State your climate and safety goal.): Jenkins Independent School will increase the overall score on the QSCS survey at the elementary school level from 75.1% to 85.1% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 80.9% by May 2026.
 Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 77.7% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and lead schoolwide motivational initiatives.		

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Jenkins Independent School will increase the percentage of students identified as postsecondary ready by 30% by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the overall number of students identified as postsecondary ready by 10% by May 2023.	Develop a systematic approach for the design and deployment of standards to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Develop a protocol to support student success with post-secondary readiness.	Established CTE protocol Post-Secondary Readiness Data Monitor the post-secondary readiness tracking spreadsheet	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	320KC SIF Professional Learning, extra service pay
		Align the roles and responsibilities of staff (i.e., district, school, Gear-Up, OneGoal) to increase student opportunities to achieve post-secondary readiness.	Roles and responsibilities are established and communicated with stakeholders	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	320KC SIF Professional Learning, extra service pay

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Jenkins Independent School will increase the percentage of graduates from 90% to 97 % cohort by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the percentage of students graduating from 90% to 93% by May 2023.	Develop a systematic approach for the design and deployment of standards to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Implement and monitor a protocol to utilize the Student Performance Monitoring Report (SPMR) and IC Early Warning Tool to identify students who are at-risk of dropping out.	Established protocol for analyzing SPMR and EWT data Graduation Data SPMR and EWT Data	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	320KC SIF extra service pay
		Maintain a “watch list” for tracking 1. academic readiness to meet graduation requirements using PtG toolkit; 2. transition readiness for success at the next level including EOPs and Industry Certifications in Career and Technical Education.	Monitor the tracking spreadsheet	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	320KC SIF extra service pay
		Develop a process to include Check and Connect to reduce barriers for students who are at-risk of dropping out.	Check and Connect process is developed	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	320KC SIF extra service pay
		Engage staff in professional learning using KDE’s System of Balanced Assessments	Staff inclusion of a balanced system of assessment	PDSA PLC meetings, unit plans, assessment data monitored quarterly by the instructional supervisor.	320KC SIF extra service pay

8: Other (Optional)

Goal 8 By May 2026, Jenkins Independent School will increase offerings for visual and performing arts by 50%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Jenkins Independent School will increase offerings for visual and performing arts by 25%.	KCWP 6: Establish Learning Environment & Culture through enhancement of the schools visual and dramatic arts program, student collaboration and leadership, and by engaging families and community in support of these initiatives.	Initiate opportunities at elementary, middle and high to facilitate student leadership and provide input on school activities and programming.	Student Leadership Council (3 levels) Activity Flyers Student feedback	Principal review of SLC meeting agendas & minutes quarterly Principal share reviews with School Leadership Team	General
		Establish a mentoring program to support students with social and academic challenges.	Check & Connect Staff – Student mentor assignments Peer mentoring (pilot program)	Principal monthly review of Mentoring Logs Student feedback gathered by School Leadership Team quarterly	Gear Up PRI Title I
		Gather data and input from parents, students and staff on program offerings	Empathy Interviews Club Choice Inventory Elective Checklists Student Satisfaction Surveys (similar to QSCS)	Interview data from stakeholders each semester Established Clubs (BETA, Drama, Dance, Photography, etc.) and meeting time schedules Survey data disaggregation quarterly by School Leadership Team	General
		Poll students on interests for during- and after-school programming and opportunities	Master Schedule After school club offerings	Student polling results Club participation rates Course enrollment numbers	N/A
		Increase partnerships with community agencies and parent engagement	Renew Family Friendly Schools certification Form established school- community partnerships/initiatives supporting the arts Facilitate parental involvement with	FFS Certification attained Staff completion of Family Engagement Modules Apr. '24 Partnerships with Appalshop, Little Shepherd Theater, Cowan Creek Music School, etc. Parent involvement participation logs and activities	Title I

Goal 8 By May 2026, Jenkins Independent School will increase offerings for visual and performing arts by 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			after-school clubs and arts-related activities		
		Monitor the discipline data, attendance and grades of students engaged in clubs, productions and performances.	Weekly grade, behavior and attendance checks (similar to athletes eligibility) will be used to ensure students are meeting school expectations. Referral rate for said students for MTSS in behavior or academics.	Using Infinite Campus’s Early Warning Tool, the School Leadership Team will conduct data analysis sessions each 9 weeks of students involved in performances to measure and monitor improvements in student behavior, attendance and academic performance.	General
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: