Jenkins Independent School Comprehensive School Improvement Plan (CSIP)

Rationale

Teacher Professional Learning
Multi Tiered System of Supports

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - 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

- The required goals for **high schools** include the following:
  - 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 school 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 Schools

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

- In the 2022-2023 school year novice levels had reduced, however some tested areas still have high percentages and there are large numbers of students scoring at the apprentice level, so we have made it a priority to improve Tier I instruction and to have fluid movement throughout the tiers supported by an MTSS coach.
- In grades 3, 6, 7, 8, and 10 there were high percentages of students with disabilities scoring below proficiency in reading (see the data below). To address this concern we have made it a priority to work with Continuous Improvement Coaches to train teachers in the co-teaching models and effective implementation of co-teaching models in the classroom.
  - 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.
- In grades 3, 6, 8, and 10 there were high percentages of students with disabilities scoring below proficiency in math (see data below). To address this concern we have made it a priority to work with Continuous Improvement Coaches to train teachers in the co-teaching models and effective implementation of co-teaching models in the classroom and partner with KVEC to implement KY's Math Transformation Zone to support and facilitate evidence-based math instruction

- 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 (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.
- Writing, social studies, and science were all areas of concern across multiple grade levels (see data below). To address this concern we have made it a priority to plan Writing Professional Development for all teachers, so they can implement high yield instructional writing strategies.
  - 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 School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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?**	·　**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.**
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?**	·　**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 Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elem: 69.5 Middle: 33.6 High: 34.0	Elem:19.2 Middle: -1.9 High: -9.8
State Assessment Results in science, social studies and writing	Elem: 39.6 Middle: 47.0 High: 73.4	Elem: 1.9 Middle: 6.6 High: 13.1
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Elem: 66.9 Middle: 60.7 High: 58.1	Elem: -4.1 Middle: -5.1 High: -4.8
Postsecondary Readiness (high schools and districts only)	*	*

Indicator	Status	Change
Graduation Rate (high schools and districts only)	90.7	0.0

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 *Clarity for Learning* 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 Shipley 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
		Revise and implement the district literacy plan. (IP 2)	Monitor the implementation of the revised 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

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 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)	Monitor the movement of students among the tiers through data charts, intervention plans, and assessment data.	Student data progress monitored weekly and monthly by the MTSS coach and Student Intervention Team. MAP, Interim and Star Assessment data tracked and monitored quarterly by MTSS coach, principals and SIT.	320KC SIF Salary for a MTSS Coach
		Send a team to Exceptional Children Conference and/or in-depth training to support school implementation of evidence based Tier II and III and specially designed instruction.	Improved specially designed instruction and more effective, evidence-based interventions for students moving through Tiers II and III.	Implementation documentation in 30/60/90 plan MTSS data for academics and behavior Student movement through tiers and referral process	320KC SIF
		KDE Continuous Improvement Coaches will support the implementation of clarity with fidelity across grade levels and content areas during PLCs and after school professional learning sessions. (IP1,2)	Improved 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
		Continuous Improvement Coaches will train teachers in the co-teaching models and effective implementation of 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 monitored by the PLC leads and instructional leadership team.	320KC SIF Professional Learning, extra service pay
		KVEC through KY's Math Transformation Zone will support and facilitate evidence-based math instruction (IP 2)	Teachers will the 8 mathematical practices in daily math instruction across all grade levels K-8th	Principals and the instructional coach will conduct monthly math classroom observations using the KMIT Tool.	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
			Stephanie Kidd will facilitate school-wide walkthroughs utilizing the KMIT tool.	Stephanie Kidd will provide individual coaching sessions monthly and whole group job embedded professional learning monthly to share strategies for implementing the mathematical practices.	N/A

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 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 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. ● MAP Data Analysis ● Interim Data Analysis	Leadership will monitor classroom observation data weekly. Leadership will attend weekly PLCs and provide feedback to teachers. The principal will monitor weekly PLC and quarterly Teacher Work Day Agendas to ensure lesson design follows the gradual release of responsibility model. The MTSS coach and principals will monitor MAP assessment and interim data quarterly. .	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 paced with accuracy (including aligned assessments) by instructional staff. (IP 1)	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 monitored by the instructional leadership team monthly.	320KC SIF Professional Learning, extra service pay
		Implement and monitor a process to ensure applicable professional learning experiences in science, social studies and writing enable teachers to	Review and apply Plus/Delta feedback to increase the	District and Instructional Team Leadership team agendas, the Professional Learning Plan, and professional development 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
		implement KAS in content classes. (IP 1)	effectiveness of professional learning.	monitored by the instructional leadership team monthly.	320KC SIF-Writing Revolution Professional Learning trainers Professional Learning extra service teacher pay Hilterbrand-Title I and PRI funding
		Schedule Writing Professional Development with Writing Revolution/Writing Rope and/or Angela Hilterbrand for all teachers. (IP 2)	Evidence of PIMSER Open SciEd sessions in science/STEM classrooms Evidence of reading/writing strategies from Writing Revolution, Writing Rope, and Angela Hilterbrand in lesson plans and walkthrough observations and improved student achievement in these areas.	Lesson plans, classroom observations and PLC monitored weekly by principals, instructional coach and instructional supervisor.	
		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 monitored by the instructional supervisor quarterly.	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:	PLC protocols developed to ensure systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using assessment data.	School leadership team agendas, instructional leadership meeting agendas, PLC agendas, and PDSA protocol forms monitored by the instructional supervisor monthly.	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
		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.	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. Analyze formative and summative assessments during PLCs to determine the level of mastery by all students and use the analysis to make instructional adjustments. The administrative team monitors through lesson review and the PLC process.		
		Ensure writing opportunities for students in all content areas are intentionally planned in the design and delivery of instruction. (IP 2)	Student learning experiences include opportunities to write in science and social studies and will include writing strategies from Hilterbrand,The Writing	The writing plan, science and social studies lesson plans, student writing samples monitored by PLC leads and the instructional leadership team.	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**
			Revolution, and the Writing Rope.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools 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 2024.	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 monitored by the school principal and instructional supervisor quarterly.	320KC SIF Professional Learning
		Deploy a systems approach to continuous school improvement. (IP 2)	*Clarity for Learning* plan developed and deployed	Monitored by the instructional leadership team quarterly through the Professional Learning Plan and the PLC agendas.	320KC SIF Professional Learning
		Engage staff in *Total Participation Techniques* professional learning	Inclusion of techniques in daily instructional design that will improve student achievement.	Monitored by the instructional leadership team quarterly through lesson plans, district walkthrough forms, walkthrough data, and assessment data.	320KC SIF Professional Learning
		Ensure the implementation of a lesson design that is inclusive of the five components of *Clarity for Learning*. (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 monitored by the instructional leadership team monthly.	N/A
		Adopt and deploy a co-teaching model. (IP 2)	Identify a pilot co-teaching team and provide professional learning.	Instructional and school leadership team meeting agendas, co-teaching plan monitored by the instructional leadership team quarterly.	320KC SIF Professional Learning

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Implementation of a co-teaching model		
		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 implemented to align with *Clarity for Learning*.	The walkthrough schedule, data, and tool monitored by the instructional leadership team quarterly.	N/A
		Monitor classroom instruction and lesson plans for high expectations, differentiation, student engagement and use of data to make instructional decisions. (IP 2)	Analyze walkthrough data to determine the effectiveness of classroom instruction. Review lesson/unit plans and provide timely and actionable feedback to teachers.	School leadership agendas, instructional leadership agendas, lesson plans monitored by the instructional leadership team quarterly.	N/A
		Monitor and document tiered movement and instructional next steps. (IP 2)	Monitor and document tiered movement and instructional next steps during MTSS meetings and PLC. Professional Learning Plan	Monitored by the MTSS coach monthly using formative and summative assessment data, professional learning plan, PDSA forms, and PLC agendas.	320KC SIF MTSS Coach Salary

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Master Schedule MAP Data analysis IEP Progress Monitoring		

4: English Learner Progress

Goal 4 (State your English Learner goal.): The school 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 66.9% to 76.9% by May 2026. Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 60.7% to 70.7% by May 2026. Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 58.1% to 68.1% 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 66.9% to 70.2% by May 2024. Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 60.7% to 64% by May 2024. Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 58.1% to 61.4% by May 2024.	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
		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
		Coordinate work with University of Louisville CIBRS to complete a MTSS Self- Assessment & Training Sessions. (IP 1,2)	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 66.9% to 76.9% by May 2026.
Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 60.7% to 70.7% by May 2026.
Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 58.1% to 68.1% 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. (IP 1,2)	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 and lead schoolwide	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 66.9% to 76.9% by May 2026.
Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 60.7% to 70.7% by May 2026.
Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 58.1% to 68.1% by May 2026.

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

6: Postsecondary Readiness (High School Only)

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 2024.	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.(IP 1)	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. (IP 1)	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 (High School Only)

Goal 7 (State your graduation goal.): Jenkins Independent School will increase the percentage of graduates from 90.7% 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 90.7% to 93% by May 2024.	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) to identify students who are at-risk of dropping out. (IP 1)	Established protocol for analyzing SPMR data Graduation Data SPMR 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. (IP 2)	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. (IP 2)	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
Objective 2					

8: Other (Optional)

Goal 8 By May 2026, Jenkins Independent School will increase offerings for visual and performing arts by 50%. We will also increase attendance and academic achievement of those who participate in productions and performances by 10%,

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

		Provide structured opportunities for students to engage in club rotations, visual and performing arts within the school day and after school	Principals will keep documentation of which students are engaged in: -Student drama performances -Gallery showings -Club activities -Musical performances to monitor the connection between engagement and performance.	Student survey results (QSCS like) given each semester will indicate student satisfaction with options available. Purchases of drama-related materials and equipment; art media, equipment and supplies; musical instruments and supplies; and materials to support club activities will be specific to the interests and needs of the students.	PRI Title I General
		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 after-school clubs and arts-related activities	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
		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	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	General

			meeting school expectations. Referral rate for said students for MTSS in behavior or academics.	student behavior, attendance and academic performance.	

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Comprehensive Support and Improvement (CSI)

Schools Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval. Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:

Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**

(Jenkins Independent School) Burdine Elementary School's turnaround team includes:

Principal: Marvin Boggs

Assistant Principal: Danielle Adkins

Instructional Coach: Anita Bolt

Save the Children Coordinator: Jessica Tackett

Counselor: Candi Richardson

Elementary School Leadership Team: Kindergarten Teacher: Kayla Akers, First Grade Teacher: Brandie Tackett, Fourth and Fifth Grade Teacher: Lynn Gilliam, Third Grade Teacher: Amanda Kelly

Middle/High school Leadership Team:

Superintendent: Damian Johnson

Federal Programs Director: Amanda Anderson

Instructional Supervisor: Wendy Rutherford

Educational Recovery Leader: Kevin Gay

Educational Recovery Leader: Kim Bullard

The District Leadership Team (DLT) conducted the initial analysis of the School Report Card data following the public release. Following the data analysis, we began planning data analysis sessions to address the identified areas for improvement. District Instructional Team Meetings (held twice per month) as well as monthly DLT Meetings consistently reviewed multiple forms of academic data (i.e., KSA, MAP, STAR, Survey data, Brigance, common assessment data, and observation data) to evaluate the overall performance of our school. The District Leadership Team also utilized the Key Core Work Processes in identifying the current state. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, and survey data. The DLT and the ILT identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local

expectations. Once the DLT and ILT reviewed the Diagnostic Review report findings, it confirmed the need for a guaranteed and viable curriculum using High Quality Instructional Resources (HQIRs) and evidence-based strategies that are aligned to the Kentucky Academic Standards. The findings also indicated a need for an instructional process that includes instructional expectations, lesson design and data-driven instruction. The PLC process will build teacher collective efficacy and serve as the vehicle to monitor, and adjust instruction based on analyzed student data. From this, the evidence based practices of Professional Learning, Professional Learning Communities (PLCs), Improving Adolescent Literacy and a Continuous Improvement Process were selected. For the remainder of this school year, professional development sessions as well as personalized feedback and coaching models are planned to address immediate concerns.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The district and school leadership teams including staff at Jenkins Independent School (Burdine Elementary) conducted a Needs Assessment to determine the current state by identifying trends and opportunities for improvement across the school. The Needs Assessment included an analysis of Kentucky Summative Assessment (KSA) and Measures of Academic Progress data as well as an analysis of the Key Core Work Processes (KCWPs). The school developed a Comprehensive School Improvement Plan based on the results of the Needs Assessment. The plan will be monitored with 30-60-90 day plans and the Student Performance Monitoring Report (SPMR). Previously, opportunities for improvement were identified through the development of the CSIP and used to allocate resources.

Leadership also analyzed the results from an instructional initiative Inventory, an assessment inventory, MTSS self-assessment, staffing and master schedule to identify resource inequities. A review of the initiative inventory revealed the need for High Quality Instructional Resources (HQIRs) in ELA, science and social studies. The instructional staff reviewed EdReports to identify three possible HQIRs for ELA. The instructional staff along with teacher representatives reviewed and completed the instructional resource alignment rubric for each resource. The instructional staff has reported the findings from the alignment rubrics to the district leadership team. These findings will guide the purchase of HQIRs. The same process will be implemented to identify and purchase HQIRs for science and social studies. The MTSS self-assessment revealed the need for a clearly defined academic system of support (RtI) and evidence-based interventions for identified students receiving intervention at each tier. A review of the schedule indicated additional time is allocated for reading interventions, but additional time is not provided for math interventions. The needs assessment revealed that few teachers have been trained in the co-teaching model. Dedicated time for writing instruction had not been included in the master schedule. The school purchased a high quality instructional resource, revised the master schedule and hired an intermediate Language Arts teacher. The turnaround team/school leadership team will work with a MTSS coach to monitor student progress and move students fluidly through tiers, implement Writing professional development for all teachers to improve writing instruction and student achievement, and will work with continuous improvement coaches from KDE to implement co-teaching and improve instruction for all students. The review also noted that students had little to no exposure to a visual and performing arts program. Resources and partnerships are being sought to engage students as stakeholders in school programming including clubs, plays, performances, and gallery showings.

The review of Burdine Elementary personnel data revealed 4 out of 12 teachers have 3 years or less experience. This indicates a need for ongoing professional learning in standards deconstruction and resource alignment, lesson design, high yield instructional strategies, professional learning communities and systems for continuous improvement.

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Teacher Professional Learning	Yoon, K. S., Duncan, T., Lee, S., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. IES National Center for Education and Regional Assistance, 033, 62.Retrieved June 4, 2020, from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	yes
Multi Tiered System of Supports	Bulgakov-Cooke, D., & Lenard, M. A. (2017). Beyond One-Size-Fits-All: A Randomized Controlled Trial of Multi-Tiered System of Supports (MTSS). Prepared for the 2017 American Educational Research Association Annual Meeting, April 2017.	yes
Visual and Performing Arts Program	Joseph, A. (2019). Arts and academic achievement—Empirical evidence for arts realities in United States education law and around the world. *International Dialogues on Education: Past and Present, 6*(2), 164-198. Retrieved from: https://eric.ed.gov/?id=EJ1245213	yes