



KDE Comprehensive School Improvement Plan

Jenkins Independent School
Jenkins Independent

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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?

Jenkins Independent is a small District with 460 students and 20 preschool students are currently enrolled. The District has a mobility Rate of and 19% of the students are identified as Special Needs. Approximately 81% of the K-12 students meet the Free/Reduced Lunch guidelines and 90% of the preschool population. This school district has been in existence for more than 100 years and the city was built from the ground up to support a thriving economy based on coal production. Through the years, the school has been supported by huge coal companies and great community pride is evident throughout the District. In recent years, coal companies have moved out of the area and many of the children live in households in which parents are out of work or working at lower paying jobs as a result of losing jobs with coal companies. Currently, the school system is the largest employer in this community. The enrollment within the system has gone from about 1200 students to the current population due to outmigration for jobs and exiting students going away to college or work and living in areas where there are more opportunities for employment and/or higher paying jobs. The reduction in enrollment has impacted the District's operating budget. Two facilities are now in operation and one campus has been closed due to low enrollment and budget considerations. The facilities are in need of major renovations or replacements. The school system has shown some major growth in elementary, middle and high school. Support systems are in place to maintain the District's Distinguished status and move forward in meeting delivery targets for next school year. Some of these support systems include dual credit program, the partnership with Wise Co, Virginia Vocational School, and ESS instructors and GEAR UP tutors; revised school schedules, Project-Based Learning, and new technological devices/initiatives. These are a few endeavors the District is taking to ensure success.

The District employs 83 people and 38 teaching positions. All teachers are highly qualified. Of the 38 teaching positions, 16 of them are non-tenured. There has been large staff turnover in staff in the last six years. And it has been difficult to replace math and science teachers as few are available in this area. The District has encouraged and provided professional development for all teachers including the following: book studies on research-based strategies, sight visits to HUB Schools and Schools of Distinction; professional speakers, job-embedded training and attendance at workshops in the surrounding areas. The cost for training teachers benefits other school districts as several teachers have moved to other districts for higher paying positions. When teachers leave, the training process starts over and it takes time for teachers to gain experience and familiarity with students, course standards, formative assessments, planning, and classroom management.

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.

JIS Vision Statement

Passion, Pride, and Performance, Everyday, Everywhere, Everyone

JIS Mission Statement

JIS is committed to focusing on high expectations and individual academic success, which will empower all students to learn, achieve, and lead. Additionally, our goal is to build a community of competitive, productive citizens in an ever-changing world.

JIS is committed to:

- focusing on high expectations and individual academic success
- empowering all students to learn, achieve, and lead
- building a community of competitive, productive citizens in an ever-changing world.

The District embodies its vision and mission statements in several ways:

- * Classroom instruction is aligned to KCAS/Quality Core Standards
- * Classroom Instruction is rigorous and holds students accountable for high-quality work
- * Student data/progress is monitored and interventions/enrichments are provided as needed
- * District Staff provides professional trainings to ensure teachers internalize research-based practices
- * District Staff monitors the implementation of sound instructional practices and offers individualized supports/PD as needed

Notable Achievements and Areas of Improvement

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

Achievements for the 2014-2015 school year:

*Jenkins Elementary attained the status of Distinguished

* Jenkins Middle School earned a spot in the top 10% of most improved middle schools in Kentucky lacking only two points being rated as Proficient

*Jenkins High School received recognition for have 100% Graduation Rate for multiple years

* The District ranked as Distinguished and was honored at KEDC

Areas of Improvement:

In the next three years, JIS desires to become a District of Distinction. The District will continue to improve ACT scores, to improve the high school math program and to retain quality teachers in all areas.

Additional Information

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

Jenkins is a small District with unlimited potential. Educators in this District are faced with daunting challenges: new curriculum in science and social studies and fluctuating enrollment. The staff is dedicated to bringing change to Jenkins and to becoming a District of Distinction. The commitment to Standards-based Instruction, formative assessments, individualized learning, data analysis, and self-reflection will accelerate the pace of change and bring about improvement to JIS.

Plan for KDE Comprehensive School Improvement Plan (2015-2016)

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan (2015-2016)

Plan Description

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	Jenkins Independent will reach a 97.7 Delivery Target for Graduation Rate in the 2015-2016 School Year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Jenkins Independent will reach the declared delivery target for the 2015-2016 School Year in preparing students for College/Career Readiness	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Jenkins Independent School will increase the averaged, combined reading and math KPREP scores for elementary students from 62.5 to 69.2; middle school from 44.0 to 67.5; and the High School End of Course achievement score from 43.2 to 67.9 by May 2019.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
4	Jenkins Independent will reduce the number of students scoring Novice in reading and math by 50% by May 2020.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
5	Program Review	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	Jenkins Independent School will increase the number of gap students scoring proficient in reading and math by 10% as evidenced by KPREP and EoC assessments by October 2016.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: Jenkins Independent will reach a 97.7 Delivery Target for Graduation Rate in the 2015-2016 School Year.

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of exploring career options in Career & Technical by 06/01/2016 as measured by impact of student engagement and course planning on particular career path .

Strategy 1:

Career Options - Career Options - Students will engage in career option software beginning at 6th grade level and going into 12th grade level. Students will explore career options and courses required for the pathways. This will help motivate students to prepare for work through coursework and or vocational-technical options. Students will also engage in field trips to a variety of secondary education sites (including technical schools).

Category: Career Readiness Pathways

Activity - Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 8-12 will engage with ILPs and WIN software to explore career options and prepare academically on a self-paced timeline.	Career Preparation/Orientation	12/01/2015	12/05/2015	\$0	No Funding Required	Principals Teachers Counselor

Goal 2: Jenkins Independent will reach the declared delivery target for the 2015-2016 School Year in preparing students for College/Career Readiness

Measurable Objective 1:

75% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will achieve college and career readiness by receiving differentiated instruction in Career & Technical by 06/01/2016 as measured by WIN and ILP data .

Strategy 1:

WIN and ILP - Staff will be supported through trainings in utilization of WIN and ILPs technology applications. Students will be scheduled in labs to utilize the software in a differentiated manner to address personalized learning needs in Reading and Language Arts to demonstrate College and/or Career Readiness. It will also be utilized in assisting students in selecting a career and/or college

Category: Career Readiness Pathways

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Activity - WIN and ILP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in ILP and WIN utilization	Career Preparation/Orientation	08/03/2015	06/01/2016	\$0	No Funding Required	Teachers Principals Counselor Technology Director

Goal 3: Jenkins Independent School will increase the averaged, combined reading and math KPREP scores for elementary students from 62.5 to 69.2; middle school from 44.0 to 67.5; and the High School End of Course achievement score from 43.2 to 67.9 by May 2019.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Reading by meeting benchmark scores in Reading by 06/01/2016 as measured by MAP assessments, given 3 times a school year..

(shared) Strategy 1:

Formative Assessments - Formative assessments aligned with the Kentucky Core Academic Standards will be given to students twice each month to monitor specific ongoing progress. MAP will be given three times per year and utilized as a diagnostic tool in targeting specific learning deficiencies

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive trainings at PLC and Academies to create Formative Assessments that are aligned to the KCAS Standards and are congruent to the KPREP, ACT and EoC. Teachers will also be trained in ensuring classroom assignments are rigorous and congruent to the standards.	Professional Learning, Academic Support Program	10/05/2015	06/01/2016	\$0	No Funding Required	Principals Teachers Instructional Supervisors

Strategy 2:

Book Study - Teachers will attend book studies conducted during PLC meetings on Todd Whitaker's, "What Great Teachers Do Differently – 17 Things that Matter Most". Teachers will present learned information, strategies, etc at weekly PLC sessions.

Category: Professional Learning & Support

Activity - Book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chapters will be presented during PLC meetings.	Professional Learning	10/26/2015	12/14/2015	\$0	No Funding Required	Principals Teachers

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(shared) Strategy 3:

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Continuous Improvement

Activity - EoC Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in Math by meeting declared benchmark scores in Mathematics by 06/01/2016 as measured by MAP assessments, given 3 times a school year..

(shared) Strategy 1:

Formative Assessments - Formative assessments aligned with the Kentucky Core Academic Standards will be given to students twice each month to monitor specific ongoing progress. MAP will be given three times per year and utilized as a diagnostic tool in targeting specific learning deficiencies

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive trainings at PLC and Academies to create Formative Assessments that are aligned to the KCAS Standards and are congruent to the KPREP, ACT and EoC. Teachers will also be trained in ensuring classroom assignments are rigorous and congruent to the standards.	Professional Learning, Academic Support Program	10/05/2015	06/01/2016	\$0	No Funding Required	Principals Teachers Instructional Supervisors

(shared) Strategy 2:

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Continuous Improvement

Activity - EoC Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Goal 4: Jenkins Independent will reduce the number of students scoring Novice in reading and math by 50% by May 2020.

Measurable Objective 1:

50% of All Students will increase student growth by reducing the number of students performing on a Novice level in Reading by 06/01/2016 as measured by MAP assessments, given 3 times a school year, and STAR assessments. .

(shared) Strategy 1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team and teachers will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	08/31/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Activity - Data Deliveries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Data Days will be determined. During this time, teachers will conference with students and parents, informing them on the student's current performance level. Information from KPREP, MAP, STAR, EoC and ACT will be shared during this time. Goals will be set for students.	Academic Support Program	11/12/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

(shared) Strategy 2:

Rtl - Rtl will be implemented for all grade levels. Procedures for Rtl will be implemented by the District Leadership Team, ensuring that proper progress monitoring occurs.

Category: Continuous Improvement

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students performing on a Novice level will receive daily Rtl in addition to their regular blocks of instruction. Student Rtl groupings will be flexible and based upon Progress Monitoring information. Students will also receive tutoring during After School and by the GEAR UP tutors.	Academic Support Program	10/01/2015	06/01/2016	\$0	No Funding Required	Teachers Principals GEAR Up Tutors

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(shared) Strategy 3:

Progress Monitoring - Progress Monitoring will be implemented to ensure that Rtl is being effective,

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete weekly progress monitoring assessments on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. Rtl folders will also be maintained and reviewed with the student.	Academic Support Program	11/16/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Measurable Objective 2:

50% of All Students will increase student growth by meeting benchmark scale scores in Mathematics by 06/01/2016 as measured by MAP assessments, given 3 times a school year, and STAR assessments. .

(shared) Strategy 1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team and teachers will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	08/31/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Activity - Data Deliveries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Data Days will be determined. During this time, teachers will conference with students and parents, informing them on the student's current performance level. Information from KPREP, MAP, STAR, EoC and ACT will be shared during this time. Goals will be set for students.	Academic Support Program	11/12/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

(shared) Strategy 2:

Rtl - Rtl will be implemented for all grade levels. Procedures for Rtl will be implemented by the District Leadership Team, ensuring that proper progress monitoring occurs.

Category: Continuous Improvement

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students performing on a Novice level will receive daily Rtl in addition to their regular blocks of instruction. Student Rtl groupings will be flexible and based upon Progress Monitoring information. Students will also receive tutoring during After School and by the GEAR UP tutors.	Academic Support Program	10/01/2015	06/01/2016	\$0	No Funding Required	Teachers Principals GEAR Up Tutors
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(shared) Strategy 3:

Progress Monitoring - Progress Monitoring will be implemented to ensure that Rtl is being effective,

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete weekly progress monitoring assessments on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. Rtl folders will also be maintained and reviewed with the student.	Academic Support Program	11/16/2015	06/01/2016	\$0	No Funding Required	Teachers Principals

Goal 5: Program Review

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing across grade/content levels in Writing by 05/31/2016 as measured by school and district writing review teams.

Strategy 1:

Writing Improvement - Teachers at all grade/content levels will be trained on implementing writing instruction in their classrooms.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on writing instructional strategies.	Professional Learning	12/01/2015	05/31/2016	\$0	No Funding Required	Instructional Supervisors, Principals, and teachers

Strategy 2:

Student Work Analysis - Writing review teams will analyze student work. The teams will use the Kentucky Writing Rubric as scoring tool.

Category: Continuous Improvement

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

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Each month, teachers will submit writing pieces to student folders. The writing review team will select two pieces from each grade/content area and analyze the six traits of writing. The team will provide feedback to the principals.	Academic Support Program	11/01/2015	05/31/2016	\$0	No Funding Required	Writing Review Teams, Instructional Supervisors, Principals, and Teachers
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Goal 6: Jenkins Independent School will increase the number of gap students scoring proficient in reading and math by 10% as evidenced by KPREP and EoC assessments by October 2016.

Measurable Objective 1:

10% of Economically Disadvantaged students will demonstrate a proficiency in reading and in Mathematics by 10/03/2016 as measured by KPREP and EoC assessments.

Strategy 1:

Individualized Instruction - Teachers will intentionally schedule time for gap students, who are not scoring proficient in reading or math, to receive small group tutoring work at their own pace on instructional programs.

Category: Continuous Improvement

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ess, GEAR UP, EoC and peer tutors will offer individualized assistance to reading and math gap students.	Academic Support Program	10/12/2015	06/01/2016	\$0	Grant Funds	Teachers

Activity - Technology-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap students who are not scoring at the proficient level in reading or math will work at their own pace on Study Island, PLATO, and Accelerated Reader.	Academic Support Program	10/12/2015	06/01/2016	\$0	General Fund	Teachers and Principals

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap students who are not scoring at proficient levels in reading or math will receive daily instructional interventions.	Academic Support Program	10/12/2015	06/01/2016	\$0	No Funding Required	Teachers and Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Ess, GEAR UP, EoC and peer tutors will offer individualized assistance to reading and math gap students.	Academic Support Program	10/12/2015	06/01/2016	\$0	Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology-Based Learning	Gap students who are not scoring at the proficient level in reading or math will work at their own pace on Study Island, PLATO, and Accelerated Reader.	Academic Support Program	10/12/2015	06/01/2016	\$0	Teachers and Principals
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Name and Claim	Leadership team and teachers will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	08/31/2015	06/01/2016	\$0	Teachers Principals
Student Work Analysis	Each month, teachers will submit writing pieces to student folders. The writing review team will select two pieces from each grade/content area and analyze the six traits of writing. The team will provide feedback to the principals.	Academic Support Program	11/01/2015	05/31/2016	\$0	Writing Review Teams, Instructional Supervisors, Principals, and Teachers
WIN and ILP Training	Teachers will receive training in ILP and WIN utilization	Career Preparation/Orientation	08/03/2015	06/01/2016	\$0	Teachers Principals Counselor Technology Director

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Progress Monitoring	Teachers will complete weekly progress monitoring assessments on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. Rtl folders will also be maintained and reviewed with the student.	Academic Support Program	11/16/2015	06/01/2016	\$0	Teachers Principals
Career Planning	Students in grades 8-12 will engage with ILPs and WIN software to explore career options and prepare academically on a self-paced timeline.	Career Preparation/Orientation	12/01/2015	12/05/2015	\$0	Principals Teachers Counselor
Professional Learning	All teachers will be trained on writing instructional strategies.	Professional Learning	12/01/2015	05/31/2016	\$0	Instructional Supervisors, Principals, and teachers
EoC Standards	Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	08/10/2015	06/01/2016	\$0	Teachers Principals
Data Deliveries	District Data Days will be determined. During this time, teachers will conference with students and parents, informing them on the student's current performance level. Information from KPREP, MAP, STAR, EoC and ACT will be shared during this time. Goals will be set for students.	Academic Support Program	11/12/2015	06/01/2016	\$0	Teachers Principals
Formative Assessments	Teachers will receive trainings at PLC and Academies to create Formative Assessments that are aligned to the KCAS Standards and are congruent to the KPREP, ACT and EoC. Teachers will also be trained in ensuring classroom assignments are rigorous and congruent to the standards.	Professional Learning, Academic Support Program	10/05/2015	06/01/2016	\$0	Principals Teachers Instructional Supervisors
Rtl	All students performing on a Novice level will receive daily Rtl in addition to their regular blocks of instruction. Student Rtl groupings will be flexible and based upon Progress Monitoring information. Students will also receive tutoring during After School and by the GEAR UP tutors.	Academic Support Program	10/01/2015	06/01/2016	\$0	Teachers Principals GEAR Up Tutors
Book study	Chapters will be presented during PLC meetings.	Professional Learning	10/26/2015	12/14/2015	\$0	Principals Teachers
Rtl	Gap students who are not scoring at proficient levels in reading or math will receive daily instructional interventions.	Academic Support Program	10/12/2015	06/01/2016	\$0	Teachers and Principals
Total					\$0	

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?

Jenkins Independent School System school and district leadership teams analyzed a plethora of resources: the KDE District Report Card, STAR data, MAP data, TELL survey, and other non-academic data. Through the priority needs assessment and our desire to prepare our students for college and career readiness, the district developed the Comprehensive District Improvement Plan to address the needs of all student populations. The analysis of the Jenkins Independent School needs assessment determined that reading and math are our priorities. Our school is making some gains in math and reading, but the middle school shows greater deficits in these areas than the elementary or high school. The school will focus on research-based strategies in all classrooms with careful monitoring of these strategies by the administrators and district leadership team.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The Jenkins Independent School provides high quality, job-embedded professional development to all staff members. We also provide on-going, job-embedded professional development in the core area to our teachers through the PLC process and the roll of the new professional growth and evaluation system through activities at both the school and district level. As part of the Appalachian renaissance (ARI), we have received funding Kentucky Valley Cooperative to implement personalized learning and develop a one-to-one technology initiative as a vehicle for implementation. Teaching and learning are occurring at a more rigorous level ensuring our students will be well prepared to compete in a global economy. In an effort to increase the number of students who are college and career ready, Jenkins Independent School has placed a strong focus on those students who are on the vocational track as well as those who are college bound. Two major accomplishments in this area are the Dual Credit enrollment program with the University of Pikeville and Wise County Vocational School. We currently have 11 high school students enrolled at UPIKE and 40 are enrolled in the vocational school in Virginia. These vocational students are on a variety of career paths and six of these kids are college ready! Jenkins High School has been recognized for having 100% Graduation Rate for multiple years.

Opportunities for Improvement

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

The longevity of the Jenkins Independent School District depends on student success in core academics such as reading and math, having students college and career ready, and producing quality graduates who can competitively compete in a technological world. In order to accomplish these goals, our school and district will place a strong emphasis on the instruction that occurs at all grade levels in reading and math. We will embed technology in classes and strive to gain a greater ratio of 1:1 devices. As the students receive high-level instruction, teachers will assess and monitor student progress using research-based tools. As a district, we strive for continual improvement.

Conclusion

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

According to the District Needs Assessment, math and reading are deficiencies for the school. It is imperative that district leadership, as well as school administrators, offer teacher training in research-based strategies and then monitor student progress. As the year progresses, administrators and leadership team will analyze results of student assessments, walkthrough observations, and student surveys to determine next steps and offer support and resources as needed. Sufficient documentation for the Comprehensive District Improvement Plan will be kept as this process continues.

KDE Compliance and Accountability - Schools

Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Jenkins Independent will reach a 95.8 Delivery Target for Graduation Rate in the 2014-2015 School Year.

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of exploring career options in Career & Technical by 09/15/2015 as measured by impact on student engagement and course planning on particular career path..

Strategy1:

Career Options - Students will engage in career option software beginning at 6th grade level and going into 11th grade level. Students will explore career options and courses required for the pathways. This will help motivate students to prepare for work through coursework and or vocational-technical options. Students will also engage in field trips to a variety of secondary education sites (including technical schools).

Category: Career Readiness Pathways

Research Cited:

Activity - Career Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8-11 will engage with WIN software to explore career options and prepare academically on a self-paced timeline.	Academic Support Program	12/01/2014	06/01/2015	\$0 - No Funding Required	Regular classroom teachers, counselor, and principals

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

Goal 1:

Jenkins Independent School will increase the averaged, combined reading and math K-Prep scores for elementary students from 42.5 to 58.1; middle school from 32.5 to 54.4; and the secondary schievement score from 37.8 to 52.4 by May 2015

Measurable Objective 1:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency by increasing the average reading scores as follows: Kindergarten 30%; 1st grade 40%; 2nd grade 20% in Reading by 05/15/2015 as measured by MAP.

Strategy1:

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Jenkins Independent School

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Professional Learning & Support

Research Cited:

Activity - EoC Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	01/05/2015	12/30/2015	\$0 - No Funding Required	Teachers Principals Central office leadership

Strategy2:

Primary Literacy Curriculum - The primary literacy curriculum will be analyzed and updated to ensure that it is aligned to Kentucky Core Academic Standards.

Category: Early Learning

Research Cited:

Activity - Primary Curriculum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training in KCAS reading curriculum.	Academic Support Program	01/15/2015	05/15/2015	\$0 - No Funding Required	Stacy Collier Serena Anderson Christle Carter

Strategy3:

Student Engagement - Teachers will attend book studies on Mike Rutherford's Teaching Talents and ways to engage students in the learning.

Category: Professional Learning & Support

Research Cited:

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based strategies regarding student engagement and will provide evidence of students work samples that demonstrate engagement.	Direct Instruction	01/05/2015	05/29/2015	\$1000 - General Fund	Serena Anderson David Lee Christle Carter Stacy Collier

Strategy4:

Rtl - The school will ensure that each student who has not met MAP benchmark will receive Rtl during the school day at least three days a week. In addition, students who are scoring below benchmark on MAP reading assessments or who are significantly below grade level on STAR reading assessments will receive ESS services for 30 minutes each day during the regular school day. This instruction from ESS instructor will not take the student away from regular core instruction; rather, students will receive ESS services during elective classes. Furthermore, a GEAR up tutor will offer interventions and intense instruction in a similar manner for all students benchmark on MAP math assessments.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Jenkins Independent School

Activity - Rtl Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The district will formulate an Rtl document that will serve as a monitoring tool for Rtl. Rtl will be analyzed during leadership meetings as well as PLCs.</p> <p>The school principals and counselor, along with intervention teachers and classroom teachers, will monitor the students' progress on MAP progress monitoring assessments in reading and math as well as STAR assessments. The leadership team will analyze this data twice a month and will make determinations regarding interventions for each student.</p>	Policy and Process	01/05/2015	12/30/2015	\$0 - No Funding Required	Serena Anderson David Lee Christle Carter Stacy Collier Teachers ESS instructors and GEAR UP staff

Goal 2:

Jenkins Independent will reach a Proficiency Delivery Target of 58.1 at the High School; 54.4 for the Middle School and 52.4 for the Elementary Level during the 2014-2015 School Year.

Measurable Objective 1:

A 70% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth and Eleventh grade students will demonstrate a proficiency in reading and math at elementary, middle, and high in Mathematics by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	District Leadership Team Counselor Principals

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and leadership staff will meet with students and staff advisory groups (SENATE and teacher leadership team) to foster collaboration between staff and students.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Principals Teachers Central office leadership team

Goal 3:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

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Jenkins Independent School

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy2:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

Strategy3:

Elementary Curriculum - Elementary teachers will use the Rtl program to ensure that all lower socioeconomic students receive individualized instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the Rtl time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

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

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Jenkins Independent School

Goal 1:

Jenkins Independent School will increase the averaged, combined reading and math K-Prep scores for elementary students from 42.5 to 58.1; middle school from 32.5 to 54.4; and the secondary achievement score from 37.8 to 52.4 by May 2015

Measurable Objective 1:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency by increasing the average reading scores as follows: Kindergarten 30%; 1st grade 40%; 2nd grade 20% in Reading by 05/15/2015 as measured by MAP.

Strategy1:

Rtl - The school will ensure that each student who has not met MAP benchmark will receive Rtl during the school day at least three days a week. In addition, students who are scoring below benchmark on MAP reading assessments or who are significantly below grade level on STAR reading assessments will receive ESS services for 30 minutes each day during the regular school day. This instruction from ESS instructor will not take the student away from regular core instruction; rather, students will receive ESS services during elective classes. Furthermore, a GEAR up tutor will offer interventions and intense instruction in a similar manner for all students benchmark on MAP math assessments.

Category: Integrated Methods for Learning

Research Cited:

Activity - Rtl Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The district will formulate an Rtl document that will serve as a monitoring tool for Rtl. Rtl will be analyzed during leadership meetings as well as PLCs.</p> <p>The school principals and counselor, along with intervention teachers and classroom teachers, will monitor the students' progress on MAP progress monitoring assessments in reading and math as well as STAR assessments. The leadership team will analyze this data twice a month and will make determinations regarding interventions for each student.</p>	Policy and Process	01/05/2015	12/30/2015	\$0 - No Funding Required	Serena Anderson David Lee Christle Carter Stacy Collier Teachers ESS instructors and GEAR UP staff

Strategy2:

Primary Literacy Curriculum - The primary literacy curriculum will be analyzed and updated to ensure that it is aligned to Kentucky Core Academic Standards.

Category: Early Learning

Research Cited:

Activity - Primary Curriculum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training in KCAS reading curriculum.	Academic Support Program	01/15/2015	05/15/2015	\$0 - No Funding Required	Stacy Collier Serena Anderson Christle Carter

Strategy3:

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Jenkins Independent School

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Professional Learning & Support

Research Cited:

Activity - EoC Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	01/05/2015	12/30/2015	\$0 - No Funding Required	Teachers Principals Central office leadership

Strategy4:

Student Engagement - Teachers will attend book studies on Mike Rutherford's Teaching Talents and ways to engage students in the learning.

Category: Professional Learning & Support

Research Cited:

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based strategies regarding student engagement and will provide evidence of students work samples that demonstrate engagement.	Direct Instruction	01/05/2015	05/29/2015	\$1000 - General Fund	Serena Anderson David Lee Christle Carter Stacy Collier

Goal 2:

Jenkins Independent will reach a Proficiency Delivery Target of 58.1 at the High School; 54.4 for the Middle School and 52.4 for the Elementary Level during the 2014-2015 School Year.

Measurable Objective 1:

A 70% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth and Eleventh grade students will demonstrate a proficiency in reading and math at elementary, middle, and high in Mathematics by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	District Leadership Team Counselor Principals

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Jenkins Independent School

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and leadership staff will meet with students and staff advisory groups (SENATE and teacher leadership team) to foster collaboration between staff and students.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Principals Teachers Central office leadership team

Goal 3:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy2:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

Strategy3:

Elementary Curriculum - Elementary teachers will use the Rtl program to ensure that all lower socioeconomic students receive individualized

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Jenkins Independent School

instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the Rtl time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

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

Goal 1:

Jenkins Independent School will increase the averaged, combined reading and math K-Prep scores for elementary students from 42.5 to 58.1; middle school from 32.5 to 54.4; and the secondary schievement score from 37.8 to 52.4 by May 2015

Measurable Objective 1:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency by increasing the average reading scores as follows: Kindergarten 30%; 1st grade 40%; 2nd grade 20% in Reading by 05/15/2015 as measured by MAP.

Strategy1:

Student Engagement - Teachers will attend book studies on Mike Rutherford's Teaching Talents and ways to engage students in the learning.

Category: Professional Learning & Support

Research Cited:

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based strategies regarding student engagement and will provide evidence of students work samples that demonstrate engagement.	Direct Instruction	01/05/2015	05/29/2015	\$1000 - General Fund	Serena Anderson David Lee Christle Carter Stacy Collier

Strategy2:

Rtl - The school will ensure that each student who has not met MAP benchmark will receive Rtl during the school day at least three days a week. In addition, students who are scoring below benchmark on MAP reading assessments or who are significantly below grade level on STAR reading assessments will receive ESS services for 30 minutes each day during the regular school day. This instruction from ESS instructor will not take the student away from regular core instruction; rather, students will receive ESS services during elective classes. Furthermore, a GEAR up tutor will offer interventions and intense instruction in a similar manner for all students benchmark on MAP math assessments.

Category: Integrated Methods for Learning

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Jenkins Independent School

Research Cited:

Activity - Rtl Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The district will formulate an Rtl document that will serve as a monitoring tool for Rtl. Rtl will be analyzed during leadership meetings as well as PLCs.</p> <p>The school principals and counselor, along with intervention teachers and classroom teachers, will monitor the students' progress on MAP progress monitoring assessments in reading and math as well as STAR assessments. The leadership team will analyze this data twice a month and will make determinations regarding interventions for each student.</p>	Policy and Process	01/05/2015	12/30/2015	\$0 - No Funding Required	Serena Anderson David Lee Christle Carter Stacy Collier Teachers ESS instructors and GEAR UP staff

Strategy3:

Primary Literacy Curriculum - The primary literacy curriculum will be analyzed and updated to ensure that it is aligned to Kentucky Core Academic Standards.

Category: Early Learning

Research Cited:

Activity - Primary Curriculum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training in KCAS reading curriculum.	Academic Support Program	01/15/2015	05/15/2015	\$0 - No Funding Required	Stacy Collier Serena Anderson Christle Carter

Strategy4:

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Professional Learning & Support

Research Cited:

Activity - EoC Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	01/05/2015	12/30/2015	\$0 - No Funding Required	Teachers Principals Central office leadership

Goal 2:

Jenkins Independent will reach a Proficiency Delivery Target of 58.1 at the High School; 54.4 for the Middle School and 52.4 for the Elementary Level during the 2014-2015 School Year.

Measurable Objective 1:

A 70% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth and Eleventh grade students will demonstrate a proficiency in reading and math at elementary, middle, and high in Mathematics by 05/29/2015 as measured by K-PREP assessment.

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Jenkins Independent School

Strategy1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	District Leadership Team Counselor Principals

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and leadership staff will meet with students and staff advisory groups (SENATE and teacher leadership team) to foster collaboration between staff and students.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Principals Teachers Central office leadership team

Goal 3:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

Elementary Curriculum - Elementary teachers will use the Rtl program to ensure that all lower socioeconomic students receive individualized instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the Rtl time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

Strategy2:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

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Jenkins Independent School

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy3:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

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

Goal 1:

Jenkins Independent School will increase the averaged, combined reading and math K-Prep scores for elementary students from 42.5 to 58.1; middle school from 32.5 to 54.4; and the secondary schievement score from 37.8 to 52.4 by May 2015

Measurable Objective 1:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency by increasing the average reading scores as follows: Kindergarten 30%; 1st grade 40%; 2nd grade 20% in Reading by 05/15/2015 as measured by MAP.

Strategy1:

Student Engagement - Teachers will attend book studies on Mike Rutherford's Teaching Talents and ways to engage students in the learning.

Category: Professional Learning & Support

Research Cited:

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Jenkins Independent School

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based strategies regarding student engagement and will provide evidence of students work samples that demonstrate engagement.	Direct Instruction	01/05/2015	05/29/2015	\$1000 - General Fund	Serena Anderson David Lee Christle Carter Stacy Collier

Strategy2:

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Professional Learning & Support

Research Cited:

Activity - EoC Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	01/05/2015	12/30/2015	\$0 - No Funding Required	Teachers Principals Central office leadership

Strategy3:

Primary Literacy Curriculum - The primary literacy curriculum will be analyzed and updated to ensure that it is aligned to Kentucky Core Academic Standards.

Category: Early Learning

Research Cited:

Activity - Primary Curriculum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training in KCAS reading curriculum.	Academic Support Program	01/15/2015	05/15/2015	\$0 - No Funding Required	Stacy Collier Serena Anderson Christle Carter

Strategy4:

Rtl - The school will ensure that each student who has not met MAP benchmark will receive Rtl during the school day at least three days a week. In addition, students who are scoring below benchmark on MAP reading assessments or who are significantly below grade level on STAR reading assessments will receive ESS services for 30 minutes each day during the regular school day. This instruction from ESS instructor will not take the student away from regular core instruction; rather, students will receive ESS services during elective classes. Furthermore, a GEAR up tutor will offer interventions and intense instruction in a similar manner for all students benchmark on MAP math assessments.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Jenkins Independent School

Activity - Rtl Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The district will formulate an Rtl document that will serve as a monitoring tool for Rtl. Rtl will be analyzed during leadership meetings as well as PLCs.</p> <p>The school principals and counselor, along with intervention teachers and classroom teachers, will monitor the students' progress on MAP progress monitoring assessments in reading and math as well as STAR assessments. The leadership team will analyze this data twice a month and will make determinations regarding interventions for each student.</p>	Policy and Process	01/05/2015	12/30/2015	\$0 - No Funding Required	Serena Anderson David Lee Christle Carter Stacy Collier Teachers ESS instructors and GEAR UP staff

Goal 2:

Jenkins Independent will reach a Proficiency Delivery Target of 58.1 at the High School; 54.4 for the Middle School and 52.4 for the Elementary Level during the 2014-2015 School Year.

Measurable Objective 1:

A 70% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth and Eleventh grade students will demonstrate a proficiency in reading and math at elementary, middle, and high in Mathematics by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	District Leadership Team Counselor Principals

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and leadership staff will meet with students and staff advisory groups (SENATE and teacher leadership team) to foster collaboration between staff and students.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Principals Teachers Central office leadership team

Goal 3:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

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Jenkins Independent School

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

Strategy2:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy3:

Elementary Curriculum - Elementary teachers will use the Rtl program to ensure that all lower socioeconomic students receive individualized instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the Rtl time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

The school identified specific strategies to address subgroup achievement gaps.

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Jenkins Independent School

Goal 1:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy2:

Elementary Curriculum - Elementary teachers will use the RtI program to ensure that all lower socioeconomic students receive individualized instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the RtI time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

Strategy3:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Jenkins Independent School

Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

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

Goal 1:

Jenkins Independent will reach a 95.8 Delivery Target for Graduation Rate in the 2014-2015 School Year.

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of exploring career options in Career & Technical by 09/15/2015 as measured by impact on student engagement and course planning on particular career path..

Strategy1:

Career Options - Students will engage in career option software beginning at 6th grade level and going into 11th grade level. Students will explore career options and courses required for the pathways. This will help motivate students to prepare for work through coursework and or vocational-technical options. Students will also engage in field trips to a variety of secondary education sites (including technical schools).

Category: Career Readiness Pathways

Research Cited:

Activity - Career Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8-11 will engage with WIN software to explore career options and prepare academically on a self-paced timeline.	Academic Support Program	12/01/2014	06/01/2015	\$0 - No Funding Required	Regular classroom teachers, counselor, and principals

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

Goal 1:

Jenkins Independent will reach a Delivery Target of 56.5 for the 2014-2015 School Year in preparing students for College/Career Readiness

Measurable Objective 1:

70% of Seventh and Ninth grade students will demonstrate a proficiency in meeting Kentucky Standards in Mathematics by 09/30/2015 as measured by Percentage of students meeting 2015 EXPLORE and PLAN Benchmark Levels.

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Strategy1:

Formative/Diagnostic Assessments for EXPLORE and PLAN - The EXPLORE and PLAN will be given to 7th and 9th Grade Students in December to determine areas of weaknesses and plan instructional strategies to impact student achievement.

Category: Continuous Improvement

Research Cited:

Activity - EXPLORE and PLAN Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EXPLORE and PLAN will be given in 7th and 9th grades in order to impact instructional planning and delivery. Teachers will track student achievement using data tracking sheets.	Academic Support Program	01/03/2014	05/15/2015	\$3000 - Title I Part A	Sherry Wright, Assessment Coordinator David Lee Serena Anderson Christle Carter Karen Corbett

Measurable Objective 2:

75% of Seventh grade students will demonstrate a proficiency Reading and Language Arts in Reading by 04/24/2015 as measured by MAPS administered 3 times per year and EXPLORE type assessment results twice a month..

Strategy1:

Formative Assessments in Reading and Language Arts - Formative assessments aligned with the Common Core with an EXPLORE like format will be given to 7th Grade Reading and Language Arts students twice each month to monitor specific ongoing progress. MAPS will be given three times per year and utilized as a diagnostic tool in targeting specific learning deficiencies.

Category: Continuous Improvement

Research Cited:

Activity - Personalized Learning Opportunities through OdysseyWare and WIN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be supported through trainings in utilization of OdysseyWare, WIN, and Study Island technology applications. Students will be scheduled in labs to utilize the software in a differentiated manner to address personalized learning needs in Reading and Language Arts.	Technology	12/02/2013	06/15/2015	\$3500 - Title I Part A	Damian Johnson, DTC Serena Anderson David Lee Christle Carter

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

Goal 1:

Jenkins Independent School will increase the averaged, combined reading and math K-Prep scores for elementary students from 42.5 to 58.1; middle school from 32.5 to 54.4; and the secondary schievement score from 37.8 to 52.4 by May 2015

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Measurable Objective 1:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency by increasing the average reading scores as follows: Kindergarten 30%; 1st grade 40%; 2nd grade 20% in Reading by 05/15/2015 as measured by MAP.

Strategy1:

Student Engagement - Teachers will attend book studies on Mike Rutherford's Teaching Talents and ways to engage students in the learning.

Category: Professional Learning & Support

Research Cited:

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based strategies regarding student engagement and will provide evidence of students work samples that demonstrate engagement.	Direct Instruction	01/05/2015	05/29/2015	\$1000 - General Fund	Serena Anderson David Lee Christle Carter Stacy Collier

Strategy2:

Rtl - The school will ensure that each student who has not met MAP benchmark will receive Rtl during the school day at least three days a week. In addition, students who are scoring below benchmark on MAP reading assessments or who are significantly below grade level on STAR reading assessments will receive ESS services for 30 minutes each day during the regular school day. This instruction from ESS instructor will not take the student away from regular core instruction; rather, students will receive ESS services during elective classes. Furthermore, a GEAR up tutor will offer interventions and intense instruction in a similar manner for all students benchmark on MAP math assessments.

Category: Integrated Methods for Learning

Research Cited:

Activity - Rtl Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will formulate an Rtl document that will serve as a monitoring tool for Rtl. Rtl will be analyzed during leadership meetings as well as PLCs. The school principals and counselor, along with intervention teachers and classroom teachers, will monitor the students' progress on MAP progress monitoring assessments in reading and math as well as STAR assessments. The leadership team will analyze this data twice a month and will make determinations regarding interventions for each student.	Policy and Process	01/05/2015	12/30/2015	\$0 - No Funding Required	Serena Anderson David Lee Christle Carter Stacy Collier Teachers ESS instructors and GEAR UP staff

Strategy3:

EoC Standards - Encourage increased accountability at the 9th and 10th grades by implementing EoC standards and practices in "off-grades".

Category: Professional Learning & Support

SY 2015-2016

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Research Cited:

Activity - EoC Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase curricular rigor by embedding college readiness standards and quality core standards across the core curriculum.	Academic Support Program	01/05/2015	12/30/2015	\$0 - No Funding Required	Teachers Principals Central office leadership

Strategy4:

Primary Literacy Curriculum - The primary literacy curriculum will be analyzed and updated to ensure that it is aligned to Kentucky Core Academic Standards.

Category: Early Learning

Research Cited:

Activity - Primary Curriculum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training in KCAS reading curriculum.	Academic Support Program	01/15/2015	05/15/2015	\$0 - No Funding Required	Stacy Collier Serena Anderson Christle Carter

Goal 2:

Jenkins Independent will reach a Proficiency Delivery Target of 58.1 at the High School; 54.4 for the Middle School and 52.4 for the Elementary Level during the 2014-2015 School Year.

Measurable Objective 1:

A 70% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth and Eleventh grade students will demonstrate a proficiency in reading and math at elementary, middle, and high in Mathematics by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

Name and Claim - Teachers will develop a "Name and Claim" list that identify students who are not meeting benchmark. The teachers will chart the data and plan interventions that will enable students to reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will monitor MAP and STAR data to make informed decisions about academic support needed for each student.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	District Leadership Team Counselor Principals

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Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and leadership staff will meet with students and staff advisory groups (SENATE and teacher leadership team) to foster collaboration between staff and students.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Principals Teachers Central office leadership team

Goal 3:

Jenkins Independent will achieve a Delivery Target of 50 at the High School Level; 51.7 at the middle school level; and 56 at the elementary in Closing the Achievement Gap during the 2014-2015 School Year.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the average combined On-demand and EoC proficiency ratings in the non-duplicated gap group from 42.8 to 50 in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

Elementary Curriculum - Elementary teachers will use the Rtl program to ensure that all lower socioeconomic students receive individualized instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Elementary Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island and IXL math to meet the needs of all students during the Rtl time.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Teachers Principals

Strategy2:

MS Curriculum - Teachers will design active engagement lessons that will ensure participation from lower socioeconomic students and encourage attendance.

Category: Professional Learning & Support

Research Cited:

Activity - MS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will link with other teachers in other schools using the Mondopad to enrich their instruction and promote student involvement.	Academic Support Program	01/05/2015	05/30/2017	\$0 - No Funding Required	Leadership Team Principals Teachers

Strategy3:

HS Curriculum - Utilize freshmen and sophomore-level composition and/or CCR time as a way of providing additional individualized assistance to target the needs of individual students.

Category: Professional Learning & Support

Research Cited:

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Activity - HS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student work and assessments and will collaborate with special education resource teachers to offer individualized instruction. According to the TELL Survey, only 35% of teachers felt as if they had adequate time for collaboration.	Academic Support Program	01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers Leadership Team Principals

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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	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		

KDE Comprehensive School Improvement Plan

Jenkins Independent School

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		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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		

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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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		

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		

KDE Comprehensive School Improvement Plan

Jenkins Independent School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

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		

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		

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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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		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.jenkins.k12.ky.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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		

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

Introduction

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

Stakeholders

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

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?

Michelle Bentley, parent, nurse at Hazard Hospital

Kenneth Anderson, parent, Federal Mine Inspector

Chuck Anderson, parent, Financial Aid Hazard Community and Technical College

Jessica Fleming, parent

Mary Wyatt, parent

Autumn Boggs, parent

Tim Bailey, parent, Pastor of Burdine Freewill Baptist

Rickie Hopkins, grandparent, bus driver

Beth Branham, parent

Amanda Johnson, parent, Teacher Assistant

Shaun Collier, parent

Relationship Building

Overall Rating: 2.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff has limited involvement with parents of new and ESL students.	Novice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.	Novice

Communications

Overall Rating: 2.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

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	Statement or Question	Response	Rating
3.7	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

Overall Rating: 1.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council does not encourage parent participation on SBDM committees or school planning.	Novice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

The section regarding SBDM does not apply to Jenkins Independent School because we do not have a SBDM, but the survey required answers. Thus, the responses are invalid.

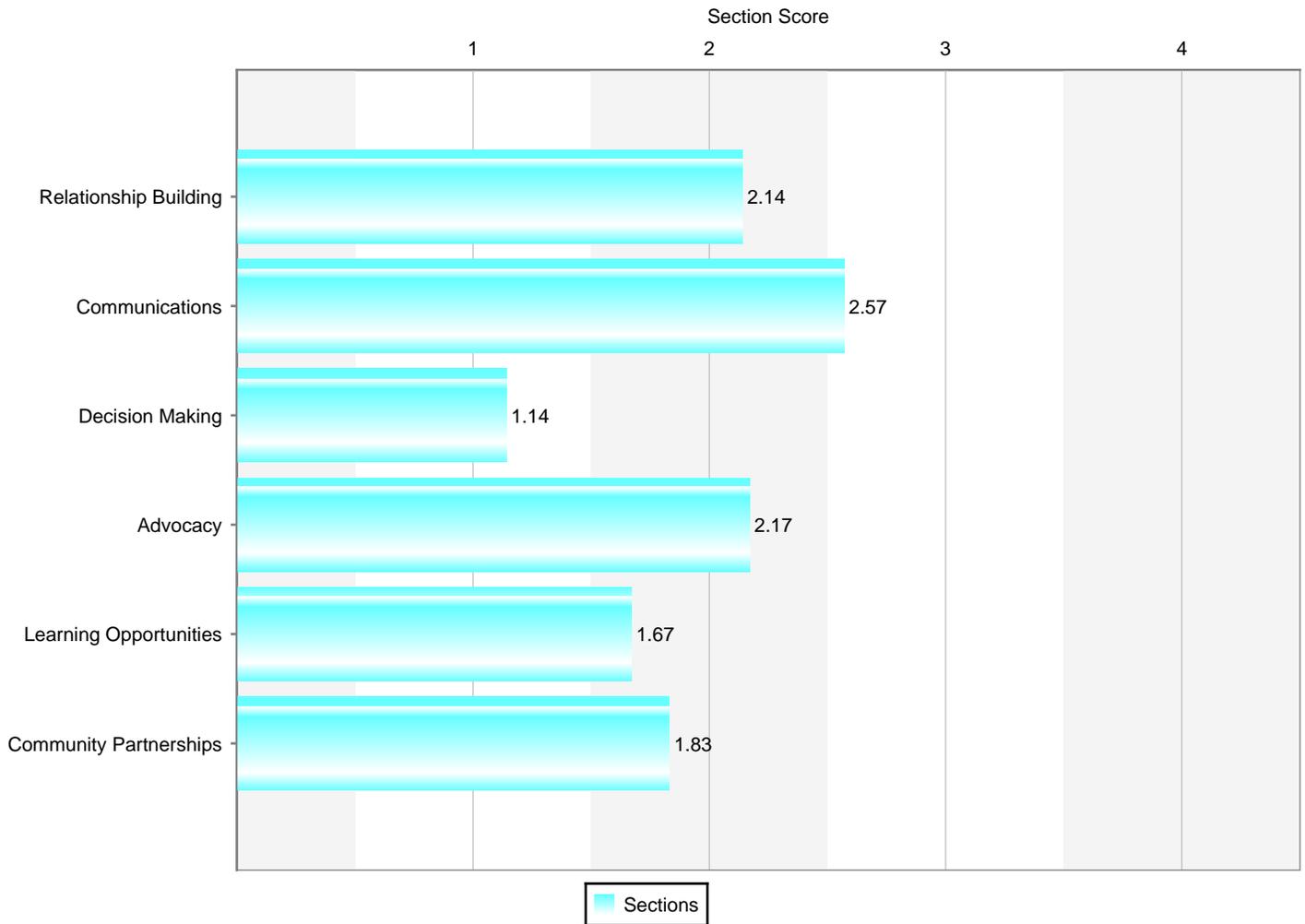
One area of strength is the relationship building between staff and parents. This year, staff and leadership have taken new measures (email contact list, an all call system, School FaceBook pages and Cavalier Call logs) to communicate and involve all parents in the school life.

One area that we need to improve is including parents in the decision making process.

We have developed a student leadership group called the Senate Team and they aid us in decision making because they bring the student voice to board meetings and informal discussion with the principals. We plan to extend this leadership team to the middle and elementary grades in order to have a stronger sense of student voice. We also plan to develop a parent/teacher organization that will act as the leadership team for the middle/high grades.

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 district has formed a leadership team which consists of teachers, administrators, counselor, and central office staff. This team has visited two schools (one HUB school and one Proficient neighboring school) to examine practices and their methodology for gaining input to the CDIP/CSIP. In addition, the school has formed a leadership team of teachers from elementary, middle, and high school. This team created plans and strategies for improvement which were implemented into the CSIP. Furthermore, the student leadership team met with administrators and discussed plans for improvement. These, too, are reflected in the CSIP. Parents were chosen at random to complete the school survey. The goal of the leadership team was to choose parents from elementary, middle and high school. We chose parents with students in the Functional Mental Disability unit and gifted children.

Jenkins Independent also conducted a Safe School Audit for the 2015/2016 school year.

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

Parents from the elementary, middle, and high school were chosen. The parent population included parents from gifted children, children who participate in extracurricular activities (e.g. band and cheerleading), and parents who children are in the Functionally Mentally Disabled classroom. The meetings were held informally and parents met with administration or FRYSC staff to complete the surveys and offer feedback.

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

The final improvement plan was presented to the faculty at a faculty meeting and the staff was given the opportunity to make adjustments. In addition, components of the CSIP were broken down into 30/60/90 day plans and staff monitored the implementation of each plan. These plans have been updated as the year progressed.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	We do not have a site based council. Our school board has a policy requiring an EMP.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	No	No SBDM, the school board adopted.	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	07/22/15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	08/03/15	

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

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

KDE Comprehensive School Improvement Plan

Jenkins Independent School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	08/03/15	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 08/11/15 Lockdown - 09/03/15 Severe Weather - 09/04/15 Earthquake - 09/03/15	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Parental Involvement and Support
 Attendance Concerns
 Declining Enrollment
 Maintaining Highly Qualified Teachers

What sources of data were used to determine the barriers?

Surveys
 Attendance Reports
 Staff Turnover Over the Years

What are the root causes of those identified barriers?

Lack of parental involvement is mostly impacted by students being from broken homes. Many of our students are not being raised by their parents, but instead, are being raised by their grandparents.

Attendance is an area of concern due to that fact that many parents/guardians in our area do not value education, therefore, their students do not have regular attendance and also struggle with tardies/early check-outs during the school day.

Teacher turnover is impacted by the fact that neighboring school districts have a higher pay scale than the JISD district. And, many new teachers that are hired are not originally from the Jenkins area, so they have a long strenuous commute to and from work each day, which leads them to search for employment closer to home.

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

Due to the large number of new teachers, many of the teachers in the JISD system are currently classified as "Developing".

Equitable Access Strategies

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

85% of our students are classified as "low income", therefore, all students are assigned to the same teachers as their peers.

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

The percentage of students falling into the minority, Limited English Proficiency and Exceptional Children is very low, therefore, these particular students are exposed to the same teachers as all other students attending JISD.

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

In search of effective and diverse teachers, The Jenkins Independent Leadership team attends various job fairs, visits school districts and advertises in several newspapers in neighboring counties.

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

In order to recruit and retain effective teachers to support the diverse learning needs of minority students, low income students, LEP, and Exceptional Children, the JISD leadership team attends job fairs, and advertises in surrounding areas.

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

Recognition of teachers at Monthly Board Meetings

Accomplishments published in local newspapers

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

Mentoring teachers are assigned to first year teachers/out-of-field teachers

Teacher Academies are also conducted for first year teachers/out-of-field teachers

Collaboration during PLC meetings

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

Growth Goals are completed that focus on the areas of needs

Teachers also attend PLC meetings

Leadership team members conduct regular walk throughs and provide feedback

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

TELL results are being used to help teachers attend job embedded PD, and surveys have been conducted to identify areas of concern.

Questions

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

Goals

Objectives

Strategies

Activities