



# **KDE Comprehensive School Improvement Plan**

Jackson City School  
Jackson Independent

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Jackson, KY 41339

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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?**

The Jackson City School is a pre-K through twelfth grade facility originally founded to meet the academic needs of all the children of Breathitt County and the City of Jackson. Today the Jackson City School consists of a single school consisting of approximately 400 students populated from the City of Jackson, Breathitt County, and from surrounding counties. As our name implies, we are located in Jackson, a small Eastern Kentucky city, which is a mountainous region rich in natural resources. Our population is very dependent upon the coal industry and many of our families are struggling financially. As a result our student body is currently 60% free and reduced lunch. Although we have managed to achieve and maintain academic success over the past three years our main challenge has been coping with financial difficulties due to the continuous decline in our local, state and federal economy which has resulted in severe budget cuts for all schools statewide. Contributing to our academic success is our unique school community. We truly have community "buy-in" of our mission to provide a quality and equitable education, and our school has a family atmosphere that is a valuable asset to our providing success to our mission. Through the last decade and a half the Jackson City School has developed the reputation for a rigorous curriculum, high expectation of staff and students alike, and an expectation of academic excellence and leadership



## **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.**

It is the mission of the Jackson City School to assure exemplary schooling in a small, family-like setting with the academic and personal well-being of our children and youth at the heart of all we do. Supporting this statement, we provide a rigorous and comprehensive academic program that includes middle school dual credit programs in math and science as well as a college dual credit program for our high school students in all core areas. We also provide online dual credit college courses and online Advanced Placement courses for high school students. Our high school students also have access to our local vocational and technology center. Our school environment is friendly and family-like and we provide many extra-curricular clubs, academic and athletic organizations to support our students' enrichment needs. It is expected for all students to succeed and meet college and/or career readiness standards by the time they graduate from our school. After graduation our students are expected to make a successful transition to a post high school education, whether it be college, vocational, military, or work

## **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.**

The Jackson City Schools' notable achievements and areas of improvement in the last three years include many different elements to address the individual needs of the students in our school. Such improvements would include our GEAR UP program

With our GEAR UP Program we have an academic specialists that services students in the GEAR UP cohort (grades 4-10) and moves up with that group through their school career and works with them on literacy, math, and career readiness in full class, small group, and on an individual basis. Our GEAR UP Program also provides professional tutoring for at risk middle school students as well as student tutors for elementary students providing assistance in literacy and math. Our GEAR UP Program also has provided a boost in technology; both hardware and software, in the form of I-Pads and software that provide our students with greater access to cutting edge software to further enhance literacy and math instruction and learning. GEAR UP has assisted with parental involvement, CCR, and student involvement.

The Jackson Independent School District is part of the Appalachian Renaissance Initiative through KVEC which provides our district with a District Innovation Coordinator who monitors and enhances the opportunities for our district to participate in the grant. Five teachers received innovative grants to implement innovative projects to engage students using technology to address the standards. There are two teacher leaders that are being trained to implement promising practices in areas of their chosen need: personalized learning and standards based learning. Through the ARI grant we are furnished with two 21st century learning labs which consist of a MondoPad, 20-25 I-Pad minis per MondoPad, document camera, and a state of the art digital camera that can be used to record and Lync with other districts for communication. In addition, we received 20 I-Pad minis to continue implementing a 1-1 initiative for our district. The district selected two students to represent our student body for the student senate consisting of 17 districts. The students are engaged in projects to help provide a more student driven atmosphere. Our students are focused on maintaining and increasing attendance. The year part of the superintendent student council- in which they create the agenda and maintain the minutes. ARI provides all teachers and staff with data and information through the Tuesday Tech Tip and theHoller that includes a plethora of resources related to KDE initiatives. Our preschool was one of three preschool's selected to participate in the STEM preschool program and received 2 classroom I-Pads.

## **Additional Information**

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

Jackson Independent stands on a tradition of believing the impossible is available to every child with a environment constructed with the love for education.

# **2014-2015 Jackson City School Comprehensive School Improvement Plan**

# Overview

**Plan Name**

2014-2015 Jackson City School Comprehensive School Improvement Plan

**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	All students at Jackson City School will show an increase in College and Career Readiness	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$25000
2	The combined reading and math proficiency scores for students within the Jackson City School will increase.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$151655
3	Jackson City School will show an increase in the proficiency percentages for students in the non-duplicated gap group.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$76860
4	Jackson City School will show an increase in Average Freshman Graduation Rate by 2015;	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	Jackson City School will show an increase in the number of Proficient Writers in our school.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
6	Jackson City School will show an increase in Program Review scores.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	The Jackson City School will increase the percentage of effective teachers from 2015 to 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$494

## Goal 1: All students at Jackson City School will show an increase in College and Career Readiness

### Measurable Objective 1:

collaborate to collaborate to increase the CCR percentage from 67.0% to 72.5% by 06/30/2015 as measured by School Report Card Data.

### Strategy 1:

Targeted Intervention - Assessment data the KDE Benchmark report based on EXPLORE, PLAN, and ACT will be used to identify students for tutoring, intervention time, and Math/English intervention classes

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education, CCR Data, School Report Card

Activity - Developmental Classes: Math and/or English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCS will prepare students for college and/or career readiness by providing opportunities for them to take the COMPASS test to determine college readiness, and then, if required, to take developmental college Math and English to give them the opportunity to meet the readiness standards.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	No Funding Required	District and School Administration, GEAR UP, Academic Specialist, Classroom Teachers

Activity - Supportive Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Mentoring - The staff at JISD will focus on activities for student awareness of college and career pathways, as well as, provide support in obtaining post-secondary success. Category: Career Readiness Pathways Teachers will collaborate with the Gear UP Academic Specialist and KVEC Support Staff to fully and effectively implement WIN and Method Test Prep.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	No Funding Required	KVEC Support Staff, CCR Coach, District and School Leadership, and GEAR UP Academic Specialist

Activity - Dual Credit/Advanced Placement Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will support school-level activities that promote both dual credit courses through Hazard Community College and Morehead State University and advanced placement courses through APEX Learning	Academic Support Program	08/04/2014	06/30/2015	\$25000	Endowment Fund	HCTC Staff, District and School Administration ,Dual Credit Teachers
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Activity - CCR Spring Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet weekly in specific intervention groups based on benchmark data for intervention in specific academic areas.	Academic Support Program	01/01/2015	06/30/2015	\$0	No Funding Required	District and School administration ,Middle and High School staff

**Strategy 2:**

College and Career Mentoring - The staff at JCS will focus on activities for student awareness of college and career pathways, as well as, provide support in obtaining post-secondary success.

Category: Career Readiness Pathways

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GEAR UP Academic Specialist will organize college visits, mentoring, career speakers, and job shadowing for students based on ILP and student interest inventory	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist

Activity - Career Readiness Assessments & Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in the Area Technology Center will take the KOSSA, ASVAB, and Work Keys if needed to determine their career readiness. The district and school leadership will collaborate with the ATC to monitor readiness preparation and assessments. This will include flexibility in scheduling to meet student needs.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	No Funding Required	ATC Staff, District & School Leadership, GEAR UP Academic Specialist

**Goal 2: The combined reading and math proficiency scores for students within the Jackson City School will increase.**

**Measurable Objective 1:**



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collaborate to increase the combined reading and math proficiency percentages for grades 3-12 by 5.9% (elementary), 4.3% (middle school), and 3.0% (high school) by 06/30/2015 as measured by School Report Card Data.

### Strategy 1:

GEAR UP Initiatives - Math/Literacy - GEAR UP serves our students in grade 4-10 currently, and will follow those students as they move up through the grade levels. GEAR UP provides an Academic Specialist for those students The Academic Specialist provides tutoring and counseling for our students in the cohort. Gear UP also provides funding for technology and other resources to supplement our literacy and math curriculum.

Category: Learning Systems

Research Cited: Susan Kovalik, a classroom teacher and educational curriculum specialist has identified the nine brain-compatible elements in the Integrated Thematic Instruction (ITI) Model in which she designed. Included in these nine elements are: meaningful content, choices, enriched environment, collaboration and mastery. Our resources from GEAR UP provide pathways to enhance those nine elements.

Activity - Tutoring: Student Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Academic Specialist collaborates with grades 4-10 teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Then the students tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Academic Support Program	08/04/2014	06/30/2015	\$13440	Other	GEAR UP Academic Specialist, District and School Administration ,Classroom Teachers, Student Tutors

Activity - Tutoring: Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Academic Specialist collaborates with our teachers, grades 4-10, to identify at-risk students through a variety of methods, including Persistence to Graduation. Those tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Academic Support Program	08/04/2014	06/30/2015	\$25920	Other	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Teacher Tutors

Activity - Digital Technology Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are using iPads along with numerous educational apps for students to utilize in order to improve math and reading performance. These were purchased with GEAR UP funding.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist, District and School Leadership, District Technology Coordinator, Classroom Teachers
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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island has been purchased and implemented to enable teachers to assess and monitor student progress in math and literacy. Monthly reports will be generated at the school level and will be submitted to district and school leadership to monitor implementation.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist, Classroom Teachers, School and District Leadership

Activity - MAP-Measures of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the GEAR UP Instructional Coach, our teachers will administer the MAP Tests in both math and reading 3 times per academic year (grades 3-8) and fall and spring (K-1). The test data will be shared with classroom teachers, school and district leadership, and parents, to establish goals for the students to assist in improvement with math and literacy proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$2295	Other	Curriculum Coach, GEAR UP Academic Specialist, School and District Leadership, and Classroom Teachers

Activity - Curriculum Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will assist teachers with instructional strategies and administering assessments to assist in promoting student achievement.	Academic Support Program	08/04/2014	06/30/2015	\$21000	Other	GEAR UP Curriculum Coach, GEAR UP Academic Specialist, School and District Leadership, and Classroom Teachers

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Activity - PIMSER Professional Development: Content Literacy and Making and IMPACT in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with Breathitt County School District, PIMSER is providing professional development in effective teaching strategies, methodologies, and formative/summative assessments to improve student success in literacy and math.	Professional Learning	08/04/2014	06/30/2015	\$29000	Other	PIMSER Staff, District and School Administration, GEAR UP Instructional Coach, Classroom Teachers

### Strategy 2:

Read to Achieve Program - Early primary students will be assessed by our reading specialist to be identified for receiving services from our RTA program. The RTA Grant Program focuses on reading diagnostics and intensive reading intervention for struggling readers within the state primary program.

Category: Early Learning

Research Cited: The Reading Diagnostic and Intervention Grant Program is a competitive program that provides funds to schools to implement research-based reading diagnostic and intervention programs. The early reading intervention program selected by the funded school must be based on reliable, replicable research and offer short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.

Activity - Read to Achieve Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read to Achieve Program is a research-based reading diagnostic that focuses on reading diagnostics and intensive reading interventions for struggling readers within the state primary program that offers a short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.	Direct Instruction	08/04/2014	06/30/2015	\$10000	General Fund	Reading Specialist

### Strategy 3:

Standards Referenced Grading - The curriculum and appropriate assessments will be aligned to state and national standards in all areas with a focus on elementary math

Category: Integrated Methods for Learning

Research Cited: State and National Standards; Common Core Standards

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continued collaboration through Professional Learning Communities (PLCs), Instructional Support Leadership Network (ISLN) and school/district leadership to develop and align an appropriate and equitable curriculum that is aligned to state and national standards.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	KVEC Support Staff, School and District Leadership, and Classroom Teachers
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Activity - Elementary Math-CASL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will meet monthly with the supervisor of instruction and instruction coach to work on aligning curriculum and creating classroom documents to facilitate standards referenced grading. This work will be based on the book, Classroom Assessment of Student Learning, by Rick Stiggins. Teachers will implement these strategies in their classroom.	Professional Learning	08/04/2014	06/30/2015	\$0	No Funding Required	District Assessment Coordinator, Classroom Teachers, District and School Leadership, Curriculum Coach

**Strategy 4:**

Preschool - Preschool students will develop early literacy and math skills creating a proper foundation and readiness for kindergarten.

Category: Early Learning

Research Cited: KERA Preschool Initiative, Early Literacy Research

Activity - Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students will develop early learning skills in literacy and math to create a foundation for learning.	Extra Curricular	08/04/2014	06/30/2015	\$50000	Other	District and School Leadership, Preschool Staff, Director of Special Education

Activity - STEM Site	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Preschool at JCS was selected as a STEM sight through the ARI grant. The staff received training on integrating science, math, and technology into the classroom in order to better prepare students for kindergarten.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	Preschool Staff, KVEC support staff, Director of Special Education

**Strategy 5:**

Gifted and Talented Program - JCS will identify gifted and talented students and make an effort to offer enrichment to those students.

Category: Continuous Improvement

Activity - Gifted and Talented Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will offer enrichment opportunities for students identified as gifted and/or talented students. This will assist our students in meeting the growth targets for the accountability indexes.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	Gifted and Talented Coordinator, District Assessment Coordinator, Classroom Teachers, 21st Century Community Learning Center Staff

## Goal 3: Jackson City School will show an increase in the proficiency percentages for students in the non-duplicated gap group.

**Measurable Objective 1:**

collaborate to collaborate to increase the average combined reading and math (elementary and middle) proficiency percentages (elementary from 33.8% to 58.9% and middle from 54.5% to 68.3%) by 06/30/2015 as measured by School Report Card Data.

**Strategy 1:**

GEAR UP Initiative: Math & Literacy - GEAR UP serves our students in grade 4-10 currently, and will follow those students as they move up through the grade levels. GEAR UP provides an Academic Specialist for those students. The Academic Specialist provides tutoring and counseling for our students in the cohort. GEAR UP also provides funding for technology and other resources to supplement our literacy and math curriculum.

Category: Continuous Improvement

Research Cited: Susan Kovalik, a classroom teacher and educational curriculum specialist has identified the nine brain-compatible elements in the Integrated Thematic Instruction (ITI) Model in which she designed. Included in these nine elements are: meaningful content, choices, enriched environment, collaboration and mastery. Our resources from Gear UP provide pathways to enhance those nine elements.

Activity - Tutoring: Student Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our Academic Specialist collaborates with our elementary and middle school teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Then the students tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Tutoring	08/04/2014	06/30/2015	\$13440	Other	GEAR UP Academic Specialist, District and School Administration , Classroom Teachers, Student Tutors
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Activity - Tutoring: Teacher Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Academic Specialist collaborates with our elementary and middle school teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Those tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership	Tutoring	08/04/2014	06/30/2015	\$25920	Other	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Teacher Tutors

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island has been purchased and implemented to enable teachers to assess and monitor student progress in math and literacy. Weekly reports will be generated at the school level and will be submitted to district and school leadership to monitor implementation.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist, Classroom Teachers, School and District Leadership

Activity - MAP: Measures of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the GEAR UP Academic Specialist, our teachers will administer the MAP Tests in both math and reading 3 times per academic year (grades 3-8) and fall and spring (K-1). The test data will be shared with classroom teachers, school and district leadership, and parents to establish goals for the students to assist in improvement with math and literacy proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$5000	Other	GEAR UP Academic Specialist, GEAR UP Curriculum Coach, School and District Leadership, and Classroom Teachers

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Activity - Curriculum Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Coach will assist teachers with instructional strategies and administering assessments to assist in promoting student achievement.	Academic Support Program	08/04/2014	06/30/2015	\$21000	Other	GEAR UP Curriculum Coach, Gear UP Academic Specialist, School and District Leadership, and Classroom Teachers

### Strategy 2:

Read to Achieve - Early primary students will be assessed by our reading specialist to be identified for receiving services from our RTA program. The RTA Grant Program focuses on reading diagnostics and intensive reading intervention for struggling readers within the state primary program.

Category: Early Learning

Research Cited: The Reading Diagnostic and Intervention Grant Program is a competitive program that provides funds to schools to implement research-based reading diagnostic and intervention programs. The early reading intervention program selected by the funded school must be based on reliable, replicable research and offer short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read to Achieve Program is a research-based reading diagnostic that focuses on reading diagnostics and intensive reading interventions for struggling readers within the state primary program that offers a short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$10000	General Fund	Reading Specialist

### Strategy 3:

Intervention Strategies - Classroom teachers will collaborate with special education teachers and district assessment coordinator to analyze student achievement by gap groups, identified by KPREP and EPAS assessment data. These teachers will collectively develop intervention strategies to assist those identified students with achieving success

Category: Continuous Improvement

Research Cited: KPREP and EPAS Data

Activity - Data Analysis & Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze student achievement by gap groups, relative to KPREP and EPAS Data. After the analysis, teachers will develop and implement research-based intervention strategies according to student needs.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	District Assessment Coordinator and All Teachers
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Activity - Reduce Suspension Rates of IEP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCS will work closely with Kentucky Valley Special Education Cooperative, BRIDGES, and 21st Century Community Learning Program to develop strategies for students regarding appropriate choices to avoid inappropriate behaviors that lead to suspension from school.	Behavioral Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	District/School Leadership, Special Education Staff, 21st Century Community Learning Center Staff, BRIDGES Staff, KVEC Special Education Staff, and Classroom Teachers

**Strategy 4:**

Parental Involvement - District and school will support staff with Parental Involvement Activities that will include Open House, Tiger-Grams, Volunteer Programs, One Call and GEAR UP Visits.

Category: Stakeholder Engagement

Research Cited: Sign in sheets for Parent Activities, Gear UP Documentation, and Tiger-Gram Documentation

Activity - Tiger Grams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will distribute weekly Tiger Grams that encourage high expectations in the classroom and commend students who have performed well in the classrooms, both behavior-wise and academically.	Parent Involvement	08/04/2014	06/30/2015	\$500	Other	Teachers, GEAR UP Academic Specialist, FRYSC Coordinator, and School/District Administration

Activity - Open House/One-Call	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School will host Open House two times per year and conduct regular One Calls that will inform parents of student progress and upcoming activities within the school district.	Parent Involvement	08/04/2014	06/30/2015	\$1000	General Fund	School/District Administrator, Classroom Teachers, FRYSC Coordinator and GEAR UP Academic Specialist
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Activity - Infinite Campus-Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continuously update student performance and attendance per SBDM Policy. The District Technology Coordinator will assist the parents in establishing the Parent Portal Account. School and District Leadership will continually monitor these procedures.	Parent Involvement	08/04/2014	06/30/2015	\$0	No Funding Required	Classroom teachers, District Technology Coordinator, School/District Leadership, FRYSC Coordinator

Activity - 21st Century & GEAR UP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century & GEAR UP staff plan and organize Family Nights with STEM initiatives, career night, reading camp out, and have local professionals talk to students.	Parent Involvement	08/04/2014	06/30/2015	\$0	No Funding Required	21st Century, GEAR UP Academic Specialist, Teachers, School & District Leadership

### Strategy 5:

School Culture - District and school leadership will analyze TELL Survey Data completed by the teaching staff of JCS.

Category: Human Capital Management

Research Cited: TELL Survey Data

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will complete the TELL Survey and the district and school leadership will analyze the data.	Other	03/03/2015	06/30/2015	\$0	No Funding Required	District and School Leadership, Certified Staff

## Goal 4: Jackson City School will show an increase in Average Freshman Graduation Rate by 2015;

### Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 06/30/2015 as measured by AFGR data in the school report card.

### Strategy 1:

Persistence to Graduation - The Jackson Independent School District will provide continuous monitoring of academic progress of our special needs students. The district has utilized the following strategies: KDE's Persistence to Graduation Tool; monitors behavior with regards to in-school and out of school suspension; monitors academic standings with teachers, students, and parent on a regular basis; encourage and train parents to utilize the parent portal on Infinite Campus; maintain a resolute focus on identifying potential drop in student performance to reduce the risk of retentions; and consults with the administration regarding inappropriate behaviors.

Category: Persistence to Graduation

Research Cited: KDE Initiative

Activity - Persistence to Graduation IMplementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the Persistence to Graduation Tool offered by the Kentucky Department of Education to identify students for intervention and mentoring in order to improve graduation rates.	Recruitment and Retention	01/01/2015	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Director of Special Education

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCS will continue to have students being served in the regular education classroom with highly qualified teachers delivering content to the fullest extent possible. Special education teachers will continue to work closely with the regular education teachers in preparing students for success in those content areas. Many students receive resource room instruction in English/Language Arts. Those students tend to be more successful in that small group environment because of their confidence levels and discussion participation. The special education teachers also have more opportunities in small groups to monitor comprehension and understanding without interruptions for the entire class.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	Special Education Teachers, Classroom Teachers, Director of Special Education, and District and School Leadership

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Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GEAR-UP academic specialist will assist students with ILP, career pathway selection, and post-secondary school applications. The specialist will analyze the non-cognitive data, including attendance, behavior, retention graduation rate, and transitions to better assist in identifying strategies for improvement in all non-cognitive areas.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	No Funding Required	GEAR UP Academic Specialist, District & School Administration

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the GEAR UP Academic Specialist and KVEC Support Staff to fully and effectively implement WIN Learning in grades 8-12.	Career Preparation/Orientation	12/01/2014	05/31/2018	\$0	No Funding Required	KVEC Support Staff, GEAR UP Academic Specialist, Teachers in grades 8-12, District & School Leadership

### Strategy 2:

Mater Schedule Planning - School and District Administration will work with ATC principal, GEAR UP Academic Specialist, and teachers to develop a master schedule that will allow students to enter career pathways during their sophomore year, as well as, plan for individualized learning opportunities through APEX, HCTC, and Morehead State University.

Category: Career Readiness Pathways

Activity - Master Schedule Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will counsel with students 8-11 regarding course plans for 15-16 school year. A master schedule will be developed to allow students to attend courses at ATC, as well as, participate in individualized learning opportunities with APEX, HCTC, and MSU.	Academic Support Program	01/01/2015	06/30/2015	\$0	No Funding Required	District Administration Team, GEAR UP Academic Specialist, High School Teachers

**Goal 5: Jackson City School will show an increase in the number of Proficient Writers in our school.**

### Measurable Objective 1:

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demonstrate a proficiency 60% of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students by 06/30/2015 as measured by the percentage of students achieving Proficient or Distinguished on K-Prep Assessment.

### Strategy 1:

Communication Folders - On-Demand Writing & Writing Review - The School and District Administration will meet monthly with the School Writing Cluster Leader to evaluate the progress of On-Demand Writing Strategies within the classrooms and to review Writing Portfolios within the Writing Program Review.

Category: Integrated Methods for Learning

Research Cited: KPREP Data from the School Report Card

Activity - On-Demand Writing Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DAC will collaborate with the Writing Cluster Leader to establish two On-Demand "Writing Days" in November and March. This will further enhance our student performance in their literacy skills.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	District Assessment Coordinator, Writing Cluster Leader, Classroom Teachers

Activity - Communication Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication folders will be monitored by the school administration on a monthly basis to ensure that our students are showing progress in their writing portfolio/communication folders to assist with our school's Program Review.	Direct Instruction	08/04/2014	06/30/2015	\$0	No Funding Required	District and School Leadership, Writing Cluster Leader, and Classroom Teachers

### Strategy 2:

Common Writing Organizer - Teachers refine and revise the district curriculum documents based on teacher surveys, feedback, and data during PLC meetings.

Students will be taught school-wide to use a writing organizer to help answer writing prompts.

Category: Integrated Methods for Learning

Activity - FAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School wide we will implement a strategy "FAP". FAP stands for FORM, AUDIENCE, and PURPOSE. FAP can be used to organize the information that you will see in the prompts. FAP is found in the writing situation and writing directions of the prompts. FAP is an acronym that helps you identify what you are being asked to do.	Direct Instruction	08/04/2014	06/30/2015	\$0	No Funding Required	Classroom teachers, Special Education Teachers, District and School Leadership
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## Goal 6: Jackson City School will show an icncrease in Program Review scores.

### Measurable Objective 1:

demonstrate a proficiency on PProgram Reviews (Writing, PVLS, ARts & Humanities, and K-3) by 06/30/2015 as measured by scoring 8.0 or higher in all areas of the program review.

### Strategy 1:

Quarterly Meetings - Staff and Administrators will meet quarterly related to program reviews.

Category: Professional Learning & Support

Activity - Round Robin	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders for each program review will lead a table based on 13-14 program review data. They will collect evidence and discuss ideas for the following 9-weeks in order to implement different indicators from the program review.	Professional Learning	12/04/2014	05/15/2015	\$0	No Funding Required	District & School Leadership, Teachers
Activity - OneDrive Evidence Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology coordinator will work with teachers on setting up OneDrive evidence folders as a digital storage for ongoing evidence collection. These will be used by the program lead teachers to score the school according to the rubric.	Technology	12/04/2014	06/30/2015	\$0	No Funding Required	Technology Coordinator, District & School Leadership, Lead Teachers, all Teachers

## Goal 7: The Jackson City School will increase the percentage of effective teachers from 2015 to 2020.

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### Measurable Objective 1:

demonstrate a proficiency of effectiveness thru TPGES, PPGES, and CIITS by 06/30/2015 as measured by results of the TELL Survey, Val-Ed Survey, Student Voice survey, Student Growth (school report card data), MAP results, Program Reviews, District Administrator, Principal and Peer Observations..

### Strategy 1:

CIITS/EDS - Teachers will work with administration to complete PGP and SGG in CIITS with review and revisions according to CEP.

Category: Management Systems

Research Cited: Kentucky Department of Education, CIITS Usage Map

Activity - CIITS Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategy 2: Teachscape - Administration involved in evaluation will pass the proficiency exam and complete the calibration process based on the CEP. Category: Teacher PGES Research Cited: School & District Administrators Goal 6: Jackson Independent School District will show an increase in the number of Proficient Writers in our school district. Strategy 1: Communication Folders: On-Demand Writing & Writing Review - The School and District Administration will meet monthly with the School Writing Cluster Leader to evaluate the progress of On-Demand Writing Strategies within the classrooms and to review Writing Portfolios within the Writing Program Review. Professional learning will occur in group sessions to be scheduled during professional learning days and PLC's. The sustainability plan will include ongoing trainings provided to new teachers on an as needed basis. A CIITS coordinator will be identified to monitor continuous progress.	Professional Learning	08/04/2014	06/30/2015	\$0	No Funding Required	District Administration Team, CIITS Coordinator, PGES Coordinator, Lead Teachers, All Teachers

### Strategy 2:

Teachscape - Administration involved in evaluation will pass the proficiency exam and complete the calibration process based on the CEP.

Category: Teacher PGES

Activity - Teachscape Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New administration performing evaluations will pass the proficiency exam through Teachscape, as well as, the 2-day certification training.	Professional Learning	08/04/2014	12/19/2014	\$395	Other	School & District Administrators

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Activity - Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced evaluators will complete the calibration process through Teachscape in order to improve evaluation and observation skills based on the Danielson Framework.	Professional Learning	08/04/2014	06/30/2015	\$99	Other	District & School Administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape Proficiency	New administration performing evaluations will pass the proficiency exam through Teachscape, as well as, the 2-day certification training.	Professional Learning	08/04/2014	12/19/2014	\$395	School & District Administrators
Curriculum Coach	The Curriculum Coach will assist teachers with instructional strategies and administering assessments to assist in promoting student achievement.	Academic Support Program	08/04/2014	06/30/2015	\$21000	GEAR UP Curriculum Coach, Gear UP Academic Specialist, School and District Leadership, and Classroom Teachers
Calibration	Experienced evaluators will complete the calibration process through Teachscape in order to improve evaluation and observation skills based on the Danielson Framework.	Professional Learning	08/04/2014	06/30/2015	\$99	District & School Administrators
Tutoring: Teachers	Our Academic Specialist collaborates with our teachers, grades 4-10, to identify at-risk students through a variety of methods, including Persistence to Graduation. Those tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Academic Support Program	08/04/2014	06/30/2015	\$25920	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Teacher Tutors



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Tutoring: Student Tutors	Our Academic Specialist collaborates with grades 4-10 teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Then the students tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Academic Support Program	08/04/2014	06/30/2015	\$13440	GEAR UP Academic Specialist, District and School Administration, Classroom Teachers, Student Tutors
MAP: Measures of Academic Progress	In collaboration with the GEAR UP Academic Specialist, our teachers will administer the MAP Tests in both math and reading 3 times per academic year (grades 3-8) and fall and spring (K-1). The test data will be shared with classroom teachers, school and district leadership, and parents to establish goals for the students to assist in improvement with math and literacy proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$5000	GEAR UP Academic Specialist, GEAR UP Curriculum Coach, School and District Leadership, and Classroom Teachers
Preschool	Preschool students will develop early learning skills in literacy and math to create a foundation for learning.	Extra Curricular	08/04/2014	06/30/2015	\$50000	District and School Leadership, Preschool Staff, Director of Special Education
Tiger Grams	Teachers will distribute weekly Tiger Grams that encourage high expectations in the classroom and commend students who have performed well in the classrooms, both behavior-wise and academically.	Parent Involvement	08/04/2014	06/30/2015	\$500	Teachers, GEAR UP Academic Specialist, FRYSC Coordinator, and School/District Administration
Tutoring: Student Tutors	Our Academic Specialist collaborates with our elementary and middle school teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Then the students tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership.	Tutoring	08/04/2014	06/30/2015	\$13440	GEAR UP Academic Specialist, District and School Administration, Classroom Teachers, Student Tutors

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Tutoring: Teacher Tutors	Our Academic Specialist collaborates with our elementary and middle school teachers to identify at-risk students through a variety of methods, including Persistence to Graduation. Those tutors assist those identified students with improving their math and/or literacy skills. Progress will be monitored by the Academic Specialist and Classroom Teachers, and will be shared with district leadership	Tutoring	08/04/2014	06/30/2015	\$25920	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Teacher Tutors
MAP-Measures of Academic Progress	In collaboration with the GEAR UP Instructional Coach, our teachers will administer the MAP Tests in both math and reading 3 times per academic year (grades 3-8) and fall and spring (K-1). The test data will be shared with classroom teachers, school and district leadership, and parents, to establish goals for the students to assist in improvement with math and literacy proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$2295	Curriculum Coach, GEAR UP Academic Specialist, School and District Leadership, and Classroom Teachers
Curriculum Coach	The Instructional Coach will assist teachers with instructional strategies and administering assessments to assist in promoting student achievement.	Academic Support Program	08/04/2014	06/30/2015	\$21000	GEAR UP Curriculum Coach, GEAR UP Academic Specialist, School and District Leadership, and Classroom Teachers
PIMSER Professional Development: Content Literacy and Making and IMPACT in Math	In collaboration with Breathitt County School District, PIMSER is providing professional development in effective teaching strategies, methodologies, and formative/summative assessments to improve student success in literacy and math.	Professional Learning	08/04/2014	06/30/2015	\$29000	PIMSER Staff, District and School Administration, GEAR UP Instructional Coach, Classroom Teachers
<b>Total</b>					<b>\$208009</b>	

**Endowment Fund**

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

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Dual Credit/Advanced Placement Courses	District will support school-level activities that promote both dual credit courses through Hazard Community College and Morehead State University and advanced placement courses through APEX Learning	Academic Support Program	08/04/2014	06/30/2015	\$25000	HCTC Staff, District and School Administration, Dual Credit Teachers
<b>Total</b>					\$25000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Writing Days	The DAC will collaborate with the Writing Cluster Leader to establish two On-Demand "Writing Days" in November and March. This will further enhance our student performance in their literacy skills.	Academic Support Program	08/04/2014	06/30/2015	\$0	District Assessment Coordinator, Writing Cluster Leader, Classroom Teachers
Master Schedule Planning	Staff will counsel with students 8-11 regarding course plans for 15-16 school year. A master schedule will be developed to allow students to attend courses at ATC, as well as, participate in individualized learning opportunities with APEX, HCTC, and MSU.	Academic Support Program	01/01/2015	06/30/2015	\$0	District Administration Team, GEAR UP Academic Specialist, High School Teachers
Persistence to Graduation IMplementation	Staff will use the Persistence to Graduation Tool offered by the Kentucky Department of Education to identify students for intervention and mentoring in order to improve graduation rates.	Recruitment and Retention	01/01/2015	06/30/2015	\$0	GEAR UP Academic Specialist, District and School Leadership, Classroom Teachers, and Director of Special Education
Curriculum Alignment	Continued collaboration through Professional Learning Communities (PLCs), Instructional Support Leadership Network (ISLN) and school/district leadership to develop and align an appropriate and equitable curriculum that is aligned to state and national standards.	Academic Support Program	08/04/2014	06/30/2015	\$0	KVEC Support Staff, School and District Leadership, and Classroom Teachers

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Elementary Math-CASL	Elementary teachers will meet monthly with the supervisor of instruction and instruction coach to work on aligning curriculum and creating classroom documents to facilitate standards referenced grading. This work will be based on the book, Classroom Assessment of Student Learning, by Rick Stiggins. Teachers will implement these strategies in their classroom.	Professional Learning	08/04/2014	06/30/2015	\$0	District Assessment Coordinator, Classroom Teachers, District and School Leadership, Curriculum Coach
CCR Spring Schedule	Students will meet weekly in specific intervention groups based on benchmark data for intervention in specific academic areas.	Academic Support Program	01/01/2015	06/30/2015	\$0	District and School administration, Middle and High School staff
Reduce Suspension Rates of IEP Students	JCS will work closely with Kentucky Valley Special Education Cooperative, BRIDGES, and 21st Century Community Learning Program to develop strategies for students regarding appropriate choices to avoid inappropriate behaviors that lead to suspension from school.	Behavioral Support Program	08/04/2014	06/30/2015	\$0	District/School Leadership, Special Education Staff, 21st Century Community Learning Center Staff, BRIDGES Staff, KVEC Special Education Staff, and Classroom Teachers
Digital Technology Initiative	Teachers are using iPads along with numerous educational apps for students to utilize in order to improve math and reading performance. These were purchased with GEAR UP funding.	Academic Support Program	08/04/2014	06/30/2015	\$0	GEAR UP Academic Specialist, District and School Leadership, District Technology Coordinator, Classroom Teachers

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Study Island	Study Island has been purchased and implemented to enable teachers to assess and monitor student progress in math and literacy. Monthly reports will be generated at the school level and will be submitted to district and school leadership to monitor implementation.	Academic Support Program	08/04/2014	06/30/2015	\$0	GEAR UP Academic Specialist, Classroom Teachers, School and District Leadership
TELL Survey	All certified staff will complete the TELL Survey and the district and school leadership will analyze the data.	Other	03/03/2015	06/30/2015	\$0	District and School Leadership, Certified Staff
College & Career Experiences	The GEAR UP Academic Specialist will organize college visits, mentoring, career speakers, and job shadowing for students based on ILP and student interest inventory	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	GEAR UP Academic Specialist
Communication Folders	Communication folders will be monitored by the school administration on a monthly basis to ensure that our students are showing progress in their writing portfolio/communication folders to assist with our school's Program Review.	Direct Instruction	08/04/2014	06/30/2015	\$0	District and School Leadership, Writing Cluster Leader, and Classroom Teachers
21st Century & GEAR UP	21st Century & GEAR UP staff plan and organize Family Nights with STEM initiatives, career night, reading camp out, and have local professionals talk to students.	Parent Involvement	08/04/2014	06/30/2015	\$0	21st Century, GEAR UP Academic Specialist, Teachers, School & District Leadership
WIN Learning	Teachers will collaborate with the GEAR UP Academic Specialist and KVEC Support Staff to fully and effectively implement WIN Learning in grades 8-12.	Career Preparation/Orientation	12/01/2014	05/31/2018	\$0	KVEC Support Staff, GEAR UP Academic Specialist, Teachers in grades 8-12, District & School Leadership
Infinite Campus-Parent Portal	Teachers will continuously update student performance and attendance per SBDM Policy. The District Technology Coordinator will assist the parents in establishing the Parent Portal Account. School and District Leadership will continually monitor these procedures.	Parent Involvement	08/04/2014	06/30/2015	\$0	Classroom teachers, District Technology Coordinator, School/District Leadership, FRYSC Coordinator

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Career Readiness Assessments & Scheduling	Students enrolled in the Area Technology Center will take the KOSSA, ASVAB, and Work Keys if needed to determine their career readiness. The district and school leadership will collaborate with the ATC to monitor readiness preparation and assessments. This will include flexibility in scheduling to meet student needs.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	ATC Staff, District & School Leadership, GEAR UP Academic Specialist
Data Analysis & Intervention Strategies	Analyze student achievement by gap groups, relative to KPREP and EPAS Data. After the analysis, teachers will develop and implement research-based intervention strategies according to student needs.	Academic Support Program	08/04/2014	06/30/2015	\$0	District Assessment Coordinator and All Teachers
OneDrive Evidence Storage	The technology coordinator will work with teachers on setting up OneDrive evidence folders as a digital storage for ongoing evidence collection. These will be used by the program lead teachers to score the school according to the rubric.	Technology	12/04/2014	06/30/2015	\$0	Technology Coordinator, District & School Leadership, Lead Teachers, all Teachers
Round Robin	Teacher leaders for each program review will lead a table based on 13-14 program review data. They will collect evidence and discuss ideas for the following 9-weeks in order to implement different indicators from the program review.	Professional Learning	12/04/2014	05/15/2015	\$0	District & School Leadership, Teachers
Supportive Technology	College and Career Mentoring - The staff at JISD will focus on activities for student awareness of college and career pathways, as well as, provide support in obtaining post-secondary success. Category: Career Readiness Pathways Teachers will collaborate with the Gear UP Academic Specialist and KVEC Support Staff to fully and effectively implement WIN and Method Test Prep.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	KVEC Support Staff, CCR Coach, District and School Leadership, and GEAR UP Academic Specialist

# KDE Comprehensive School Improvement Plan

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CIITS Application	<p>Strategy 2: Teachscape - Administration involved in evaluation will pass the proficiency exam and complete the calibration process based on the CEP. Category: Teacher PGES Research Cited: School &amp; District Administrators Goal 6: Jackson Independent School District will show an increase in the number of Proficient Writers in our school district. Strategy 1: Communication Folders: On-Demand Writing &amp; Writing Review - The School and District Administration will meet monthly with the School Writing Cluster Leader to evaluate the progress of On-Demand Writing Strategies within the classrooms and to review Writing Portfolios within the Writing Program Review. Professional learning will occur in group sessions to be scheduled during professional learning days and PLC's. The sustainability plan will include ongoing trainings provided to new teachers on an as needed basis. A CIITS coordinator will be identified to monitor continuous progress.</p>	Professional Learning	08/04/2014	06/30/2015	\$0	District Administration Team, CIITS Coordinator, PGES Coordinator, Lead Teachers, All Teachers
Developmental Classes: Math and/or English	JCS will prepare students for college and/or career readiness by providing opportunities for them to take the COMPASS test to determine college readiness, and then, if required, to take developmental college Math and English to give them the opportunity to meet the readiness standards.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	District and School Administration, GEAR UP, Academic Specialist, Classroom Teachers
FAP	School wide we will implement a strategy "FAP". FAP stands for FORM, AUDIENCE, and PURPOSE. FAP can be used to organize the information that you will see in the prompts. FAP is found in the writing situation and writing directions of the prompts. FAP is an acronym that helps you identify what you are being asked to do.	Direct Instruction	08/04/2014	06/30/2015	\$0	Classroom teachers, Special Education Teachers, District and School Leadership
Study Island	Study Island has been purchased and implemented to enable teachers to assess and monitor student progress in math and literacy. Weekly reports will be generated at the school level and will be submitted to district and school leadership to monitor implementation.	Academic Support Program	08/04/2014	06/30/2015	\$0	GEAR UP Academic Specialist, Classroom Teachers, School and District Leadership

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Gifted and Talented Activities	The district will offer enrichment opportunities for students identified as gifted and/or talented students. This will assist our students in meeting the growth targets for the accountability indexes.	Academic Support Program	08/04/2014	06/30/2015	\$0	Gifted and Talented Coordinator, District Assessment Coordinator, Classroom Teachers, 21st Century Community Learning Center Staff
STEM Site	The Preschool at JCS was selected as a STEM sight through the ARI grant. The staff received training on integrating science, math, and technology into the classroom in order to better prepare students for kindergarten.	Academic Support Program	08/04/2014	06/30/2015	\$0	Preschool Staff, KVEC support staff, Director of Special Education
Individual Learning Plans	The GEAR-UP academic specialist will assist students with ILP, career pathway selection, and post-secondary school applications. The specialist will analyze the non-cognitive data, including attendance, behavior, retention graduation rate, and transitions to better assist in identifying strategies for improvement in all non-cognitive areas.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$0	GEAR UP Academic Specialist, District & School Administration
Least Restrictive Environment	JCS will continue to have students being served in the regular education classroom with highly qualified teachers delivering content to the fullest extent possible. Special education teachers will continue to work closely with the regular education teachers in preparing students for success in those content areas. Many students receive resource room instruction in English/Language Arts. Those students tend to be more successful in that small group environment because of their confidence levels and discussion participation. The special education teachers also have more opportunities in small groups to monitor comprehension and understanding without interruptions for the entire class.	Academic Support Program	08/04/2014	06/30/2015	\$0	Special Education Teachers, Classroom Teachers, Director of Special Education, and District and School Leadership
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve	The Read to Achieve Program is a research-based reading diagnostic that focuses on reading diagnostics and intensive reading interventions for struggling readers within the state primary program that offers a short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.	Academic Support Program	08/04/2014	06/30/2015	\$10000	Reading Specialist



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Read to Achieve Program	The Read to Achieve Program is a research-based reading diagnostic that focuses on reading diagnostics and intensive reading interventions for struggling readers within the state primary program that offers a short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency.	Direct Instruction	08/04/2014	06/30/2015	\$10000	Reading Specialist
Open House/One-Call	School will host Open House two times per year and conduct regular One Calls that will inform parents of student progress and upcoming activities within the school district.	Parent Involvement	08/04/2014	06/30/2015	\$1000	School/District Administrator, Classroom Teachers, FRYSC Coordinator and GEAR UP Academic Specialist
<b>Total</b>					<b>\$21000</b>	

# **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?**

The data information tells us that an area of weakness for the elementary and middle school levels is mathematics. We also recognize a weakness in Program Reviews. After review the school report card data our leadership team determined that these would be our areas of focus for 2014-2015.

## **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 high school assessment results are an area of success, specifically with 64% of our students meeting benchmark on the ACT in Math & Reading combined. Furthermore, 89% of our graduating seniors were college and career ready. We plan to sustain this by collaborating further with the ATC to promote program completion for career ready, as well as, further after school preparation for the ACT. All levels demonstrated growth higher than the state average and plan to sustain this growth by being focused and intentional with classroom instruction based on the common core standards and utilizing innovative teaching strategies in the classroom.

## **Opportunities for Improvement**

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

Elementary math is an area of needs improvement. A plan has been developed and implemented of professional learning through PLCs and utilizing the CASL book to guide the learning. Teachers are working to align the curriculum and to have a standards referenced grading approach in the classroom. District and school leadership have implemented quarterly meetings to discuss and collect evidence related to program reviews, as well as, brainstorm activities related to these indicators.

## **Conclusion**

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

Leadership participates in a monthly administrative meeting that focuses on three big rocks: Data Drive, Focused and Intentional with everything we do, and utilizing innovative strategies to meet the needs of all students. These meetings always improve the focus area for the school and follow up on these initiatives

# **The Missing Piece**



## **Introduction**

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

Stakeholders

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

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

Stakeholders engaged include school and district level administration, school faculty members, and SBDM.

## Relationship Building

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

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

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

Overall Rating: 3.86

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

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

## Decision Making

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

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

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

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

## Advocacy

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

Overall Rating: 3.17

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

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



## Learning Opportunities

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

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

## Community Partnerships

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

Overall Rating: 3.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

## **Reflection**

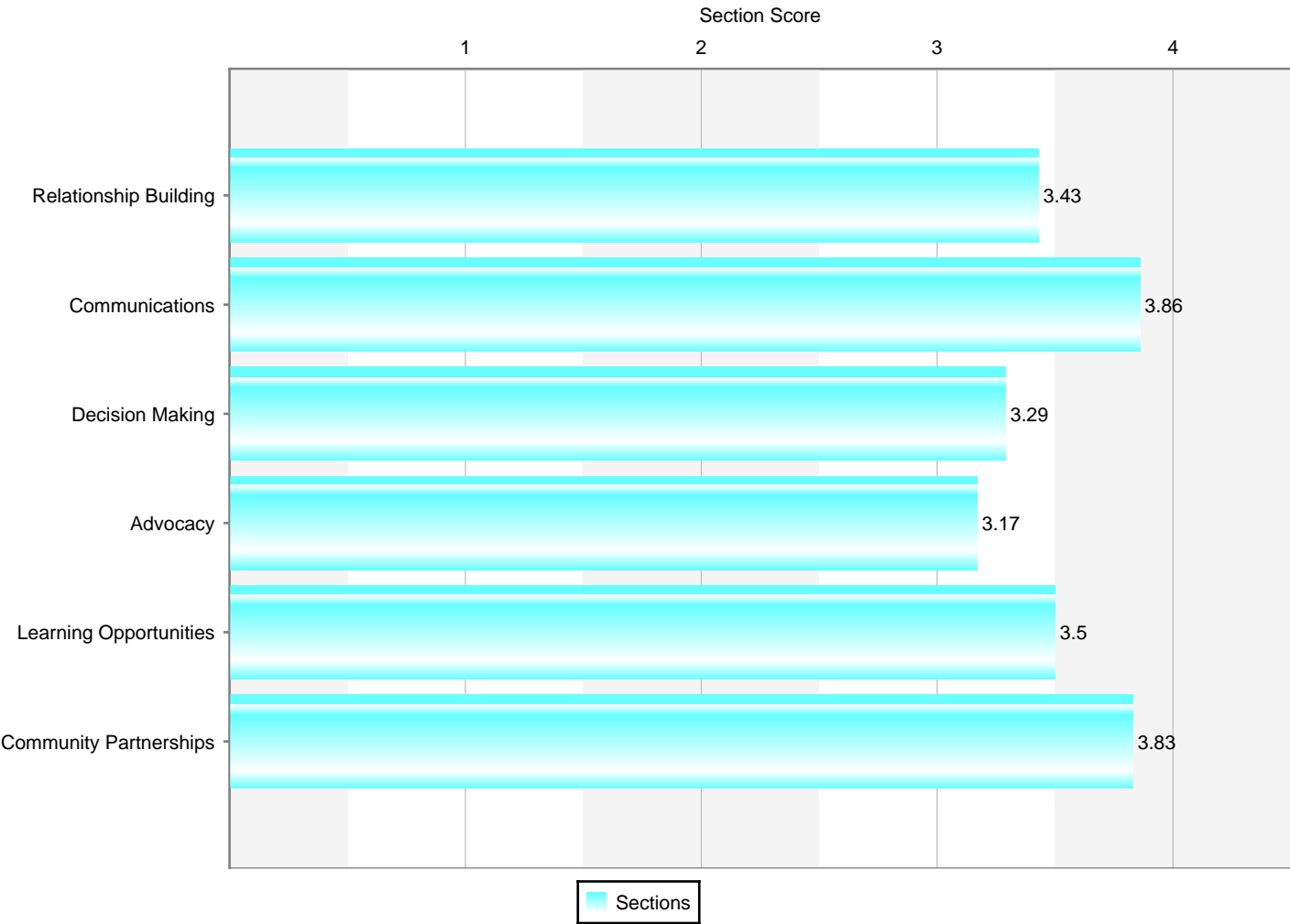
Reflect upon your responses to each of the Missing Piece objectives.

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

Parent involvement is an important part of the success of Jackson City School. Parents take an active role in the learning of their children at JCS and the staff at JCS welcomes their involvement.

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.**

Stakeholders were selected based on their leadership function, expertise, and program representation in our school/district. All stakeholders were informed personally and in writing informing them of their role(s) in the school/district improvement plan and meetings were scheduled one on one, small group, in PLC's and electronically to accommodate everybody's individual schedules.

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

The representations from our stakeholder groups and their responsibilities in this process are: Superintendent Kyle Lively, district level representative, providing all the district information concerning personnel, district staffing positions and budget. Principal James W. Yount compiling Comprehensive District Improvement Plan information and reports. The District Assessment Coordinator Stacy Linn providing school and district information on assessment data and PGES initiatives. The Director of Spec Needs Christa Collins providing information on special needs. Lead Teacher Jeffrey Coots led PLC's in obtaining information on curriculum and classroom activities. Family Resource Youth Services Center Director Amber Sewell, 21st Century Program Director Sandy Gabbard, Gear-Up Academic Specialist Melissa Henson-Little and Dixie Combs, provide information on special programs, extended school services, and tutoring. Chief Information Officer, Jeffery Coots, providing information on school and district technology, as well as, the ARI grant initiatives.

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

Our final Comprehensive School Improvement Plan draft was sent physically or electronically to all stakeholders in this process. Communication was mainly conducted electronically and through face-to-face communication on an as needed basis.



## **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	This was completed through administration meetings, schoolwide school report card meeting, and SBDM meetings.	

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

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

# KDE Comprehensive School Improvement Plan

Jackson City 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		

# KDE Comprehensive School Improvement Plan

Jackson City School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

# KDE Comprehensive School Improvement Plan

Jackson City School

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

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 and linked to our district website. (provide the website link below)	Yes	www.jacksonind.kyschools.us The document will be available for 14-15 after January 3rd, 2015	

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	Does not apply	

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 specialist 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		

## KDE Comprehensive School Improvement Plan

Jackson City School

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		

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

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		