KDE Comprehensive Improvement

Plan for Districts

Jessamine County

871 Wilmore Rd
Nicholasville, KY 40356

TABLE OF CONTENTS

Compliance and Accountability - Districts

KDE Assurances - District

Equitable Access Diagnostic

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 system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Jessamine County, Kentucky is often considered a bedroom community of Lexington given that approximately 65% of Jessamine County residents work outside Jessamine County. Jessamine is one of the six fastest growing counties in the state and the Jessamine County population increased by 4.6% from 2010 to 2014, compared to a state population increase of only 1.7% during that same time frame. The 2014 population was recorded as 50,815 making Jessamine one of the 20 most populated counties in the state. In addition, Nicholasville, the county seat, is Kentucky's 7th fastest growing city and is the 12th largest city in the commonwealth with a population of 29,097 in 2014.

In terms of educational attainment, 84.6% of Jessamine Countians have a high school diploma compared to the KY average of 83%. Additionally, 27.4% have a bachelor's degree or higher compared to the state average of 21.5%. Jessamine County Schools is the only public school system in the community and we currently have just over 8,000 students in kindergarten through 12th grade. We have thirteen schools, including an early learning center, which has offered full day Kindergarten since 2010, six elementary schools, two middle schools, two high schools, an alternative school, and a locally operated career and technology center.

Jessamine County Schools grows, on average, about 100 students per year, and since 2000 alone, Jessamine County's student enrollment has increased by nearly 20%. It is important to note that Jessamine County Schools is one of the most transient districts in the state, partly because of our location in central Kentucky in close proximity to Lexington, and partly because of a higher than average number of rental properties in the community.The student population is predominately white at 85%, with 6% African American, 5% Hispanic, and 1% Asian students making up the total. Approximately 54% of Jessamine students are eligible for free/reduced lunch and approximately 14% are students with disabilities. This percentage is down from 18% seven years ago thanks to a concerted Response to Intervention effort across the district.

System's Purpose

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

The district's mission statement is "Jessamine County Schools exist to create caring, responsible citizens who are high-level thinkers,performers, and learners for life." Along with the mission statement, we have an agreed-upon set of practices drafted in September 2014. These practices, referred to as the Recipe for Academic Success, include critical elements of what we teach, how we teach, how we know students are learning, and how we respond to student progress. Jessamine County Schools makes every effort to align our practices withour stated mission. We are also intentional about holding up current practices and decision-making in light of our mission to ensure that we are aligned in principle and in practice.

Notable Achievements and Areas of Improvement

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

The strength of our organization is our people - students, staff, families, and the entire community. On occasion, we earn collective recognition for our work; at other times, we celebrate individual accomplishments of members of the Jessamine County Schools' family. Some notable accomplishments of the past several years include:

- Proficient District (based on KPREP Accountability System) 2014 & 2015
- International Alliance for Invitational Education Fidelity Award 2015 (JELV, Red Oak, Wilmore)
- KSI/RtI Model Site (Rosenwald-Dunbar Elementary, Wilmore Elementary)
- Jessamine County Adult Education was #1 in Kentucky GED attainment in 2015
- The Providence School has been named a "Best Practices in Alternative Education Site" in all four standards areas for each of the 3 years of the program
- Jessamine attendance rate reached an all-time high of 93.69% in 2014-15.
- Dramatically reduced out-of-school suspension rates for all students and students with disabilities each of the past 5 years
- West Jessamine High Boys' Golf Team 2012 and 2013 State Champions
- West Jessamine High Baseball Team 2015 State Champions
- The Providence School Archery Team won 11th place in the 2012 world tournament

JCS strives to involve all stakeholders in determining the vision of our schools. Last year, focus groups were held for teachers, students, parents and community members to gather feedback and plan for the future of Jessamine County Schools.

While Jessamine County Schools is currently ranked as a proficient district, our goal is for all schools to reach academic and non-academic goals which would result in a distinguished state rating. Jessamine County Schools will continue to focus upon creating opportunities for students to graduate life-ready. By doing so, all students will be actively engaged in learning, provided pathways for exploration and will be college or career ready. Satellite programs will be established to address individualized learning and career paths. Arts and humanities experiences will continue to be encouraged and celebrated.

Based upon recent KPREP data, Jessamine County Schools will continue to focus upon novice reduction and the closure of achievement gaps, particularly in the subpopulations of at-risk students and students with special needs. Personalized interventions are being developed and implemented to address these areas. A district writing coach will be hired to support ELA teachers by providing professional development activities and classroom modeling.
Jessamine County Schools will also maintain attendance interventions district-wide and will continue to provide district team support to those schools with chronically low attendance.

Additional Information

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

While we are indeed proud of the accomplishments of our school district, it is important to note that we have made these gains despite significant funding cuts experienced across the commonwealth. We are operating in FY 15 on less SEEK funding than we received in 2009.

Despite serious funding losses, Jessamine County's board and leadership team have been able to improve our standing in the teacher salary schedule comparison to all KY school districts from 129th in 2008-09 to 50th in 2012-13. Over time the General Fund has had fund balance increase from $2,962,968 at the end of FY2003 to a recent peak of $9,736,236 at the end of FY2012; more recently, the total General Fund's fund balance has declined to $6,718,456 - still considerably more than in 2003 when the average daily student membership stood at 6,732 compared to 7,778 at the end of FY2015.

Jessamine County CDIP 2015-2017

Overview

Plan Name

Jessamine County CDIP 2015-2017

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	2015-2017 GAP: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	$7000
2	2015-2017 CCR: Increase the percentage of students who are college and career ready from 67% to 85% by 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$7000
3	2015-2017 GRADUATION RATE: Increase the average freshman graduation rate of all Kentucky students from 88.7% to 91.3% by 2017.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	$96500
4	2015-2017 ACHIEVEMENT: Increase the average combined reading and math K-Prep scores for all Kentucky students from 47% to 63% in 2017.	Objectives: 3 Strategies: 3 Activities: 11	Organizational	$157500

Goal 1: 2015-2017 GAP: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase from 18% to 42% in the combined reading and math performance of students with IEPs by 05/31/2017 as measured by KPREP reading and math scores.

Strategy 1:

Redefining Specially-Designed Instruction - Ongoing efforts to provide specially-designed instruction in a variety of ways will continue to be explored. Building on previous activities (collaborative chats at schools, district training on co-teaching strategies and visits to other districts) we will explore options in scheduling to increase student access to specially-designed instruction where needed most.

Category: Continuous Improvement

Research Cited: Tileston (2004) "What every teacher should know about diverse learners."

McLesky and Waldron (2000) "Inclusive schools in action."

Friend (2016) "Welcome to Co-Teaching 2.0"

Activity - School-Level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DoSE and/or Asst. DoSE will attend school level special education PLCs at EJHS, WJHS and EJMS monthly to help analyze student data and monitor the progress of interventions. Schools: East Jessamine Middle School, West Jessamine High School, East Jessamine High School	Policy and Process	12/07/2015	06/01/2016	$0	No Funding Required	Director of Special Education and/or Asst. Director of Special Education

Activity - Review of Least-Restrictive Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies. Schools: East Jessamine Middle School, West Jessamine Middle School, West Jessamine High School, East Jessamine High School	Policy and Process	12/08/2015	09/30/2016	$0	No Funding Required	DoSE and Asst. DoSE

Strategy 2:

Access to Accommodations - Teachers will be provided to ongoing training and guidance so that students can access all available accommodations readily. Students will be given the resources needed to access accommodations independently as much as possible.

Category: Continuous Improvement

Research Cited: Jung and Guskey (2012) Grading Exceptional and Struggling Learners

Activity - Read and Write for Google	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student licenses for access to the premium version of Read and Write for Google will be provided for students requiring both reader and scribe. Ongoing training will be available for teachers via the JCS Assistive Technology Team. DoSE and/or Asst. DoSE will monitor student use of Read and Write for Google via walkthroughs and observations. Schools: All Schools	Academic Support Program	08/17/2015	06/02/2017	$2000	IDEA	DoSE and/or Asst. DoSE

Activity - Choosing Technology First	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided ongoing training and support to increase student use of technology (rather than humans) for accommodations. Funding sources (to include outside grants) will be explored to assist schools with increasing student access to technology. Schools: All Schools	Academic Support Program	08/17/2015	06/02/2017	$5000	IDEA	DoSE and Asst. DoSE

Measurable Objective 2:

demonstrate a proficiency increase from 35% to 55% in the combined reading and math scores of students in the non-duplicated gap group by 05/31/2017 as measured by KPREP reading and math scores.

Strategy 1:

Culturally Responsive Teaching and Learning (CRTL) - Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

Some of the characteristics of culturally responsive teaching are:

1.Positive perspectives on parents and families

2.Communication of high expectations

3.Learning within the context of culture

4.Student-centered instruction

5.Culturally mediated instruction

6.Reshaping the curriculum

7.Teacher as facilitator

Category: Continuous Improvement

Research Cited: ASCD; Gay; Wlodkowski & Ginsberg; Ladson-Billings

Activity - Exploration of CRTL options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will explore possible options for implementation of Culturally Responsive Teaching and Learning. District leadership will collaborate with Kentucky State University to learn more about their CRTL training programs. In addition, the Office of Teaching and Learning will research and learn more about CRTL as a means of closing the achievement gap. Schools: All Schools	Other	12/01/2015	05/31/2016	$0	No Funding Required	Office of Teaching and Learning

Goal 2: 2015-2017 CCR: Increase the percentage of students who are college and career ready from 67% to 85% by 2017.

Measurable Objective 1:

collaborate to achieve college and career readiness by increasing the number of Jessamine County graduates who meet college and/or career ready requirements from 62.2% to 82.6% by 05/31/2017 as measured by ACT and career-ready measures.

Strategy 1:

College/Career Ready Preparation - Teachers and school leaders will develop and implement strategies to ensure students successfully meet College and/or Career

objectives.

Category: Career Readiness Pathways

Research Cited: Catherine Jacques

Activity - ACT and EOC Type Question Exposure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will work with school administrators to monitor the inclusion ACT and EOC type questions into teachers' daily instruction and formative assessments. Schools: All Schools	Academic Support Program	11/15/2015	05/31/2016	$5000	General Fund	TEL Leaders, High School CRAs & Director of Secondary Schools

Activity - Testing Preparation & Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will collaborate with school administrators on test preparation, testing resources and establishing schedules of CCR testing dates with COMPASS, KYOTE, ACT, ASVAB and WorkKeys. Schools: All Schools	Academic Support Program	11/15/2015	05/31/2016	$1000	General Fund	High School CRAs, DAC, & Director of Secondary Schools

Activity - CCR Awareness and Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will increase awareness for students, parents and teachers about CCR and celebrate student successes. Schools: All Schools	Academic Support Program	11/15/2015	05/31/2016	$1000	General Fund	High School Administration

Activity - Career Pathway Scheduling for 9th Graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCTC collaborates with middle and high schools to develop elective schedule request list and pathway scheduling process for incoming 9th graders. ILPs will be utilized to allow for more individualized and accurate placements of students in their areas of interest and aptitude. Schools: All Schools	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	No Funding Required	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, Middle and High School Counselors

Activity - Career Pathway Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCTC will collaborate with high schools to analyze and coordinate scheduling of preparatory students. An emphasis will be placed on the advising and scheduling of seniors into courses for CTE completer status. Schools: All Schools	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	No Funding Required	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, High School Counselors

Goal 3: 2015-2017 GRADUATION RATE: Increase the average freshman graduation rate of all Kentucky students from 88.7% to 91.3% by 2017.

Measurable Objective 1:

collaborate to increase the graduation rate of Jessamine County students from 87.8% to 90% by 05/31/2017 as measured by percentage of students graduating in 4 years.

Strategy 1:

Work-Based Learning - Teachers, school leaders and community leaders will research and develop work-based learning opportunities for high school students.

Category: Persistance to Graduation

Research Cited: SD Phillips, DL Blustein, & K Jobin-Davis

Activity - Literature Review & Program Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly hired Work-Based Liaison and school district administrators will review research and visit school districts that are currently implementing effective work-based learning programs. Schools: All Schools	Professional Learning	11/15/2015	03/15/2016	$6500	General Fund	Work-Based Liaison & Deputy Superintendent

Activity - Community Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With support from the Jessamine County Chamber of Commerce, a county-wide survey will be distributed to local businesses for the purpose of determining employment needs. Schools: All Schools	Community Engagement	11/15/2015	03/15/2016	$0	No Funding Required	Work-Based Liaison & JCTC Principal

Activity - Work-Ready Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jessamine County Schools is working with key community leadership to become a KY Work-ready Community. Schools: All Schools	Community Engagement	11/15/2016	05/31/2017	$20000	Other	Work-Based Liaison, JCTC Principal & Deputy Superintendent

Activity - Diploma Seal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will research and develop policy, procedures, instructional practices and standards for earning a 'work ready' seal for graduation diplomas. Schools: All Schools	Policy and Process	03/15/2016	05/31/2017	$2000	General Fund	Work-Based Liaison & Deputy Superintendent

Activity - Work-Based Program Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will implement an effective work-ready learning program for upperclassmen, connecting students to work experiences related to their career pathways. Schools: All Schools	Career Preparation/Orientation	03/15/2016	05/31/2017	$25000	General Fund	Work-Based Liaison, JCTC Principal & Deputy Superintendent

Strategy 2:

Name and Claim - Developing Individualized Supports for Students Needing Additional Assistance Completing Graduation Requirements - Teachers and school leaders will identify students needing additional supports and customize their instructional opportunities.

Category: Persistance to Graduation

Research Cited: GG Wehlage (ERIC)

Activity - BrightBytes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jessamine County will use the BrightBytes Program and the Infinite Campus Persistence to Graduation Report to determine students who are at risk of dropping out of school. Schools: All Schools	Other	11/15/2015	06/15/2016	$8000	General Fund	District Technology Coordinator

Activity - Focus and Finish	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth year seniors and fourth year juniors will be encouraged to participate in this intervention program designed to accelerate their credit recovery. Schools: All Schools	Academic Support Program	11/15/2015	05/31/2017	$10000	General Fund	High School Principals & Deputy Superintendent

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administration will monitor credits, attendance, discipline and drop-out date and develop 'just-in-time' supports for all students at-risk of not graduating in four years. Schools: All Schools	Academic Support Program	11/15/2015	05/31/2017	$10000	General Fund	High School Principals & Deputy Superintendent

Activity - Increase Participation in Extra-curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership and athletic and performing arts directors will create more opportunities for students to participate in extra-curricular activities and develop programs that promote additional student involvement. Schools: All Schools	Extra Curricular	11/15/2015	05/31/2017	$15000	General Fund	Athletic Directors, Performing Arts Directors, High School Principals & Deputy Superintendent

Goal 4: 2015-2017 ACHIEVEMENT: Increase the average combined reading and math K-Prep scores for all Kentucky students from 47% to 63% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase from 48% to 64% in the combined reading and math scores of Jessamine County students by 05/31/2017 as measured by KPREP scores.

Strategy 1:

JCS Recipe for Success - The JCS Recipe for Success is the guiding blueprint outlining the vision of what effective instructional practice should look like in all Jessamine County classrooms. It highlights research-based practices organized into the areas of What We Teach, How We Teach, How We Know If Students Are Learning, and How We Respond to Student Learning Results. Each year, 1-3 areas within the Recipe are selected as focus areas. The district provides systematic training and monitoring in the selected areas to develop teacher and administrator capacity.

Category: Continuous Improvement

Research Cited: Schmoker, Marzano, Fisher & Frey

Activity - Formative Assessment through Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| PLC STRUCTURES:
- Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools
- Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools
- District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors
- District Principals meet monthly, led by the Superintendent
TRAINING & DEVELOPMENT:
At the monthly meetings, the district PLC members shall receive training in formative assessment practices and the Gradual Release of Responsibility Framework. Training materials will be based on Fisher & Frey's book "Better Learning Through Structured Teaching." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district.
MONITORING:
Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Gradual Release and Formative Assessment at each school.
TPGES: This activity supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Schools: All Schools | Professional Learning | 09/01/2015 | 05/31/2016 | $0 | No Funding Required | Office of Teaching and Learning |

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Effectiveness Leaders (TELs) at each secondary school and Teacher Leader Network (TLN) participants will be identified at each secondary school in the areas of ELA, math, science, social studies, and special education. Teacher Leaders meet monthly with School Directors to receive training in JCS Recipe for Success modules and in PLC leadership. Teacher Leaders work in conjunction with CRAs and Principals to implement the training in their own classrooms, and to facilitate and assist with rolling out the training modules to their respective schools and departments. Schools: All Schools	Professional Learning	08/03/2015	06/30/2017	$120000	Grant Funds, District Funding	Office of Teaching and Learning

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in integrating Academic Vocabulary strategies into lessons and units. Training materials will be based on Marzano & Simm's book "Vocabulary for the Common Core." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Academic Vocabulary strategies at each school. TPGES: This activity supports Framework for Teaching Component 3A: Communicating with Students Schools: All Schools	Professional Learning	02/01/2016	12/16/2016	$0	No Funding Required	Office of Teaching and Learning

Activity - Questioning and Discussion Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in effective questioning and discussion strategies. Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of questioning and discussion strategies at each school. TPGES: This activity supports Framework for Teaching Component 3B: Questioning and Discussion Techniques Schools: All Schools	Professional Learning	08/15/2016	12/16/2016	$0	No Funding Required	Office of Teaching and Learning

Measurable Objective 2:

collaborate to align the district curriculum to the Kentucky Core Academic Standards by 08/01/2016 as measured by completed K-12 curriculum documents.

Strategy 1:

Curriculum Development and Revision - Curriculum and sequencing for grades K-12 will be reviewed and revised to ensure congruency with KCAS standards.

Category: Continuous Improvement

Research Cited: Wiggins & McTighe; Hayes-Jacobs

Activity - Curriculum Revision and Refinement - ELA & Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| PLC/TRAINING AND DEVELOPMENT: ELA and math teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with KCAS standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs and TLN. Completed curriculum documents will be uploaded to a district share site.
MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.

Schools: All Schools | Professional Learning | 01/01/2016 | 08/12/2016 | $10000 | Grant Funds | Office of Teaching and Learning, Instructional Transformation Grant Coordinator |

Activity - Curriculum Revision and Refinement - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Science teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with Next Generation Science standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks. Schools: All Schools	Professional Learning	05/16/2016	08/12/2016	$4500	Grant Funds	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Activity - Curriculum Development - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Social Studies teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with the new Next Generation Social Studies standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks. Schools: All Schools	Professional Learning	05/16/2016	08/31/2016	$4500	Grant Funds	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Activity - Curriculum Development - Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Arts & Humanities teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with new Arts & Humanities standards and meet Program Review proficiency expectations. CRAs and School Directors will organize and facilitate this work. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks. Schools: All Schools	Professional Learning	05/16/2016	08/12/2016	$5000	District Funding	Office of Teaching and Learning; District Arts Coordinator

Measurable Objective 3:

collaborate to decrease the combined reading and math Novice percentage from 21.7% to 15% by 05/31/2017 as measured by KPREP reading and math scores.

Strategy 1:

Intervention and Support - The district will facilitate the development and implementation of intervention and support opportunities for students who are significantly under-performing.

Category: Other - Response to Intervention

Research Cited: US Department of Education; Dufour & Dufour

Activity - Systematic Problem Solving (SPS) Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PLC Structures: Systematic Problem Solving (SPS) Teams at each school meet quarterly, at a minimum, to review progress monitoring data and make decisions about student progress within the RtI tiers TRAINING AND DEVELOPMENT: An SPS protocol has been established for elementary and secondary levels. SPS training and guidance has previously been provided to each school's administrators and interventionists. The district will continue to analyze the effectiveness and refine implementation of SPS teams, providing individualized training by school on an as needed basis. MONITORING: School SPS teams will share schedule of meeting dates with the district. The district will monitor student achievement data (MAP, AIMSweb) in the fall, winter, and spring for all students enrolled in interventions to determine effectiveness of intervention programs. The District RtI Coordinator will periodically attend SPS meetings to monitor procedures and provide immediate feedback and guidance to teams. Schools: All Schools	Academic Support Program	12/01/2015	05/31/2017	$0	No Funding Required	Office of Teaching and Learning, District Response to Intervention Coordinator

Activity - Progress Monitoring - AIMSweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Structures: School-based Systematic Problem Solving (SPS) Teams convene at least quarterly to review and interpret progress monitoring data and to make decisions about student placement within the RtI tiers TRAINING AND DEVELOPMENT: A progress monitoring protocol for secondary schools has been developed and shared with all middle and high schools. The district will provide a series of trainings to all middle and high school interventionists, coaches, and CRAs on the protocol and the use of AIMSweb as a progress monitoring tool. MONITORING: The district will monitor the status of progress monitoring at each secondary school through AIMSweb. Each school will provide a report to the district in December and May which includes the progress monitoring grade level status, the students who are on track to meet (or have already met) their progress monitoring goal for the year, and MAP percentile growth. Schools: All Schools	Academic Support Program	09/01/2015	05/31/2017	$3000	District Funding	District Response to Intervention Coordinator, Director of Secondary Schools

Activity - Universal Screener for Early Primary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Benchmark Assessment System will be used as the universal screener for the early primary grades. PLC STRUCTURE: District Benchmark Assessment System (BAS) team consisting of 3-4 representatives from each school, led by the Director of Elementary Schools TRAINING AND DEVELOPMENT: The district will provide training to the BAS team on how to administer the Benchmark Assessment. After the initial administration, additional training may be provided as needed. MONITORING: Each school will administer the BAS three times per year, in the fall, winter, and spring. The School Director will work with each school to analyze assessment data after each round of administration. Schools: All Schools	Professional Learning	12/01/2015	05/31/2017	$10500	Other	Office of Teaching and Learning; Director of Elementary Schools

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
Universal Screener for Early Primary	The Benchmark Assessment System will be used as the universal screener for the early primary grades. PLC STRUCTURE: District Benchmark Assessment System (BAS) team consisting of 3-4 representatives from each school, led by the Director of Elementary Schools TRAINING AND DEVELOPMENT: The district will provide training to the BAS team on how to administer the Benchmark Assessment. After the initial administration, additional training may be provided as needed. MONITORING: Each school will administer the BAS three times per year, in the fall, winter, and spring. The School Director will work with each school to analyze assessment data after each round of administration.	Professional Learning	12/01/2015	05/31/2017	$10500	Office of Teaching and Learning; Director of Elementary Schools
Work-Ready Community	Jessamine County Schools is working with key community leadership to become a KY Work-ready Community.	Community Engagement	11/15/2016	05/31/2017	$20000	Work-Based Liaison, JCTC Principal & Deputy Superintendent
				Total	$30500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Revision and Refinement - Science	PLC/TRAINING AND DEVELOPMENT: Science teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with Next Generation Science standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$4500	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Teacher Leaders	Teacher Effectiveness Leaders (TELs) at each secondary school and Teacher Leader Network (TLN) participants will be identified at each secondary school in the areas of ELA, math, science, social studies, and special education. Teacher Leaders meet monthly with School Directors to receive training in JCS Recipe for Success modules and in PLC leadership. Teacher Leaders work in conjunction with CRAs and Principals to implement the training in their own classrooms, and to facilitate and assist with rolling out the training modules to their respective schools and departments.	Professional Learning	08/03/2015	06/30/2017	$50000	Office of Teaching and Learning
Curriculum Revision and Refinement - ELA & Math	PLC/TRAINING AND DEVELOPMENT: ELA and math teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with KCAS standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs and TLN. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	01/01/2016	08/12/2016	$10000	Office of Teaching and Learning, Instructional Transformation Grant Coordinator
Curriculum Development - Social Studies	PLC/TRAINING AND DEVELOPMENT: Social Studies teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with the new Next Generation Social Studies standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/31/2016	$4500	Office of Teaching and Learning; Instructional Transformation Grant Coordinator
			Total		$69000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diploma Seal	School leaders will research and develop policy, procedures, instructional practices and standards for earning a 'work ready' seal for graduation diplomas.	Policy and Process	03/15/2016	05/31/2017	$2000	Work-Based Liaison & Deputy Superintendent

Increase Participation in Extra-curricular Activities	The district leadership and athletic and performing arts directors will create more opportunities for students to participate in extra-curricular activities and develop programs that promote additional student involvement.	Extra Curricular	11/15/2015	05/31/2017	$15000	Athletic Directors, Performing Arts Directors, High School Principals & Deputy Superintendent
BrightBytes	Jessamine County will use the BrightBytes Program and the Infinite Campus Persistence to Graduation Report to determine students who are at risk of dropping out of school.	Other	11/15/2015	06/15/2016	$8000	District Technology Coordinator
Focus and Finish	Fifth year seniors and fourth year juniors will be encouraged to participate in this intervention program designed to accelerate their credit recovery.	Academic Support Program	11/15/2015	05/31/2017	$10000	High School Principals & Deputy Superintendent
ACT and EOC Type Question Exposure	The district will work with school administrators to monitor the inclusion ACT and EOC type questions into teachers' daily instruction and formative assessments.	Academic Support Program	11/15/2015	05/31/2016	$5000	TEL Leaders, High School CRAs & Director of Secondary Schools
Literature Review & Program Visits	The newly hired Work-Based Liaison and school district administrators will review research and visit school districts that are currently implementing effective work-based learning programs.	Professional Learning	11/15/2015	03/15/2016	$6500	Work-Based Liaison & Deputy Superintendent
CCR Awareness and Celebrations	The district leadership will increase awareness for students, parents and teachers about CCR and celebrate student successes.	Academic Support Program	11/15/2015	05/31/2016	$1000	High School Administration
Work-Based Program Development	School leaders will implement an effective work-ready learning program for upperclassmen, connecting students to work experiences related to their career pathways.	Career Preparation/Orientation	03/15/2016	05/31/2017	$25000	Work-Based Liaison, JCTC Principal & Deputy Superintendent
Testing Preparation & Schedules	District leadership will collaborate with school administrators on test preparation, testing resources and establishing schedules of CCR testing dates with COMPASS, KYOTE, ACT, ASVAB and WorkKeys.	Academic Support Program	11/15/2015	05/31/2016	$1000	High School CRAs, DAC, & Director of Secondary Schools
Name and Claim	District administration will monitor credits, attendance, discipline and drop-out date and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program	11/15/2015	05/31/2017	$10000	High School Principals & Deputy Superintendent
				Total	$83500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Leaders	Teacher Effectiveness Leaders (TELs) at each secondary school and Teacher Leader Network (TLN) participants will be identified at each secondary school in the areas of ELA, math, science, social studies, and special education. Teacher Leaders meet monthly with School Directors to receive training in JCS Recipe for Success modules and in PLC leadership. Teacher Leaders work in conjunction with CRAs and Principals to implement the training in their own classrooms, and to facilitate and assist with rolling out the training modules to their respective schools and departments.	Professional Learning	08/03/2015	06/30/2017	$70000	Office of Teaching and Learning
Progress Monitoring - AIMSweb	PLC Structures: School-based Systematic Problem Solving (SPS) Teams convene at least quarterly to review and interpret progress monitoring data and to make decisions about student placement within the RtI tiers TRAINING AND DEVELOPMENT: A progress monitoring protocol for secondary schools has been developed and shared with all middle and high schools. The district will provide a series of trainings to all middle and high school interventionists, coaches, and CRAs on the protocol and the use of AIMSweb as a progress monitoring tool. MONITORING: The district will monitor the status of progress monitoring at each secondary school through AIMSweb. Each school will provide a report to the district in December and May which includes the progress monitoring grade level status, the students who are on track to meet (or have already met) their progress monitoring goal for the year, and MAP percentile growth.	Academic Support Program	09/01/2015	05/31/2017	$3000	District Response to Intervention Coordinator, Director of Secondary Schools
Curriculum Development - Arts & Humanities	PLC/TRAINING AND DEVELOPMENT: Arts & Humanities teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with new Arts & Humanities standards and meet Program Review proficiency expectations. CRAs and School Directors will organize and facilitate this work. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$5000	Office of Teaching and Learning; District Arts Coordinator
				Total	$78000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Choosing Technology First	Teachers will be provided ongoing training and support to increase student use of technology (rather than humans) for accommodations. Funding sources (to include outside grants) will be explored to assist schools with increasing student access to technology.	Academic Support Program	08/17/2015	06/02/2017	$5000	DoSE and Asst. DoSE
Read and Write for Google	Student licenses for access to the premium version of Read and Write for Google will be provided for students requiring both reader and scribe. Ongoing training will be available for teachers via the JCS Assistive Technology Team. DoSE and/or Asst. DoSE will monitor student use of Read and Write for Google via walkthroughs and observations.	Academic Support Program	08/17/2015	06/02/2017	$2000	DoSE and/or Asst. DoSE
				Total	$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review of Least-Restrictive Environment	DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies.	Policy and Process	12/08/2015	09/30/2016	$0	DoSE and Asst. DoSE
Career Pathway Completion	JCTC will collaborate with high schools to analyze and coordinate scheduling of preparatory students. An emphasis will be placed on the advising and scheduling of seniors into courses for CTE completer status.	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, High School Counselors

Academic Vocabulary	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in integrating Academic Vocabulary strategies into lessons and units. Training materials will be based on Marzano & Simm's book "Vocabulary for the Common Core." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Academic Vocabulary strategies at each school. TPGES: This activity supports Framework for Teaching Component 3A: Communicating with Students	Professional Learning	02/01/2016	12/16/2016	$0	Office of Teaching and Learning

Formative Assessment through Gradual Release of Responsibility	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in formative assessment practices and the Gradual Release of Responsibility Framework. Training materials will be based on Fisher & Frey's book "Better Learning Through Structured Teaching." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Gradual Release and Formative Assessment at each school. TPGES: This activity supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.	Professional Learning	09/01/2015	05/31/2016	$0	Office of Teaching and Learning
Exploration of CRTL options	The district will explore possible options for implementation of Culturally Responsive Teaching and Learning. District leadership will collaborate with Kentucky State University to learn more about their CRTL training programs. In addition, the Office of Teaching and Learning will research and learn more about CRTL as a means of closing the achievement gap.	Other	12/01/2015	05/31/2016	$0	Office of Teaching and Learning

Questioning and Discussion Strategies	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in effective questioning and discussion strategies. Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of questioning and discussion strategies at each school. TPGES: This activity supports Framework for Teaching Component 3B: Questioning and Discussion Techniques	Professional Learning	08/15/2016	12/16/2016	$0	Office of Teaching and Learning
Community Needs Assessment	With support from the Jessamine County Chamber of Commerce, a county-wide survey will be distributed to local businesses for the purpose of determining employment needs.	Community Engagement	11/15/2015	03/15/2016	$0	Work-Based Liaison & JCTC Principal
School-Level PLC Meetings	DoSE and/or Asst. DoSE will attend school level special education PLCs at EJHS, WJHS and EJMS monthly to help analyze student data and monitor the progress of interventions.	Policy and Process	12/07/2015	06/01/2016	$0	Director of Special Education and/or Asst. Director of Special Education
Career Pathway Scheduling for 9th Graders	JCTC collaborates with middle and high schools to develop elective schedule request list and pathway scheduling process for incoming 9th graders. ILPs will be utilized to allow for more individualized and accurate placements of students in their areas of interest and aptitude.	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, Middle and High School Counselors

Systematic Problem Solving (SPS) Teams	PLC Structures: Systematic Problem Solving (SPS) Teams at each school meet quarterly, at a minimum, to review progress monitoring data and make decisions about student progress within the RtI tiers TRAINING AND DEVELOPMENT: An SPS protocol has been established for elementary and secondary levels. SPS training and guidance has previously been provided to each school's administrators and interventionists. The district will continue to analyze the effectiveness and refine implementation of SPS teams, providing individualized training by school on an as needed basis. MONITORING: School SPS teams will share schedule of meeting dates with the district. The district will monitor student achievement data (MAP, AIMSweb) in the fall, winter, and spring for all students enrolled in interventions to determine effectiveness of intervention programs. The District RtI Coordinator will periodically attend SPS meetings to monitor procedures and provide immediate feedback and guidance to teams.	Academic Support Program	12/01/2015	05/31/2017	$0	Office of Teaching and Learning, District Response to Intervention Coordinator
				Total	$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literature Review & Program Visits	The newly hired Work-Based Liaison and school district administrators will review research and visit school districts that are currently implementing effective work-based learning programs.	Professional Learning	11/15/2015	03/15/2016	$6500	Work-Based Liaison & Deputy Superintendent
Community Needs Assessment	With support from the Jessamine County Chamber of Commerce, a county-wide survey will be distributed to local businesses for the purpose of determining employment needs.	Community Engagement	11/15/2015	03/15/2016	$0	Work-Based Liaison & JCTC Principal
Work-Ready Community	Jessamine County Schools is working with key community leadership to become a KY Work-ready Community.	Community Engagement	11/15/2016	05/31/2017	$20000	Work-Based Liaison, JCTC Principal & Deputy Superintendent
Diploma Seal	School leaders will research and develop policy, procedures, instructional practices and standards for earning a 'work ready' seal for graduation diplomas.	Policy and Process	03/15/2016	05/31/2017	$2000	Work-Based Liaison & Deputy Superintendent
Work-Based Program Development	School leaders will implement an effective work-ready learning program for upperclassmen, connecting students to work experiences related to their career pathways.	Career Preparation/Orientation	03/15/2016	05/31/2017	$25000	Work-Based Liaison, JCTC Principal & Deputy Superintendent
BrightBytes	Jessamine County will use the BrightBytes Program and the Infinite Campus Persistence to Graduation Report to determine students who are at risk of dropping out of school.	Other	11/15/2015	06/15/2016	$8000	District Technology Coordinator
Focus and Finish	Fifth year seniors and fourth year juniors will be encouraged to participate in this intervention program designed to accelerate their credit recovery.	Academic Support Program	11/15/2015	05/31/2017	$10000	High School Principals & Deputy Superintendent

Name and Claim	District administration will monitor credits, attendance, discipline and drop-out date and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program	11/15/2015	05/31/2017	$10000	High School Principals & Deputy Superintendent
Increase Participation in Extra-curricular Activities	The district leadership and athletic and performing arts directors will create more opportunities for students to participate in extra-curricular activities and develop programs that promote additional student involvement.	Extra Curricular	11/15/2015	05/31/2017	$15000	Athletic Directors, Performing Arts Directors, High School Principals & Deputy Superintendent
ACT and EOC Type Question Exposure	The district will work with school administrators to monitor the inclusion ACT and EOC type questions into teachers' daily instruction and formative assessments.	Academic Support Program	11/15/2015	05/31/2016	$5000	TEL Leaders, High School CRAs & Director of Secondary Schools
Testing Preparation & Schedules	District leadership will collaborate with school administrators on test preparation, testing resources and establishing schedules of CCR testing dates with COMPASS, KYOTE, ACT, ASVAB and WorkKeys.	Academic Support Program	11/15/2015	05/31/2016	$1000	High School CRAs, DAC, & Director of Secondary Schools
CCR Awareness and Celebrations	The district leadership will increase awareness for students, parents and teachers about CCR and celebrate student successes.	Academic Support Program	11/15/2015	05/31/2016	$1000	High School Administration
Career Pathway Scheduling for 9th Graders	JCTC collaborates with middle and high schools to develop elective schedule request list and pathway scheduling process for incoming 9th graders. ILPs will be utilized to allow for more individualized and accurate placements of students in their areas of interest and aptitude.	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, Middle and High School Counselors
Career Pathway Completion	JCTC will collaborate with high schools to analyze and coordinate scheduling of preparatory students. An emphasis will be placed on the advising and scheduling of seniors into courses for CTE completer status.	Career Preparation/Orientation	02/01/2016	04/29/2016	$0	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, High School Counselors

Formative Assessment through Gradual Release of Responsibility	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in formative assessment practices and the Gradual Release of Responsibility Framework. Training materials will be based on Fisher & Frey's book "Better Learning Through Structured Teaching." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Gradual Release and Formative Assessment at each school. TPGES: This activity supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.	Professional Learning	09/01/2015	05/31/2016	$0	Office of Teaching and Learning
Teacher Leaders	Teacher Effectiveness Leaders (TELs) at each secondary school and Teacher Leader Network (TLN) participants will be identified at each secondary school in the areas of ELA, math, science, social studies, and special education. Teacher Leaders meet monthly with School Directors to receive training in JCS Recipe for Success modules and in PLC leadership. Teacher Leaders work in conjunction with CRAs and Principals to implement the training in their own classrooms, and to facilitate and assist with rolling out the training modules to their respective schools and departments.	Professional Learning	08/03/2015	06/30/2017	$120000	Office of Teaching and Learning

Academic Vocabulary	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in integrating Academic Vocabulary strategies into lessons and units. Training materials will be based on Marzano & Simm's book "Vocabulary for the Common Core." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Academic Vocabulary strategies at each school. TPGES: This activity supports Framework for Teaching Component 3A: Communicating with Students	Professional Learning	02/01/2016	12/16/2016	$0	Office of Teaching and Learning

Questioning and Discussion Strategies	PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in effective questioning and discussion strategies. Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of questioning and discussion strategies at each school. TPGES: This activity supports Framework for Teaching Component 3B: Questioning and Discussion Techniques	Professional Learning	08/15/2016	12/16/2016	$0	Office of Teaching and Learning
Systematic Problem Solving (SPS) Teams	PLC Structures: Systematic Problem Solving (SPS) Teams at each school meet quarterly, at a minimum, to review progress monitoring data and make decisions about student progress within the RtI tiers TRAINING AND DEVELOPMENT: An SPS protocol has been established for elementary and secondary levels. SPS training and guidance has previously been provided to each school's administrators and interventionists. The district will continue to analyze the effectiveness and refine implementation of SPS teams, providing individualized training by school on an as needed basis. MONITORING: School SPS teams will share schedule of meeting dates with the district. The district will monitor student achievement data (MAP, AIMSweb) in the fall, winter, and spring for all students enrolled in interventions to determine effectiveness of intervention programs. The District RtI Coordinator will periodically attend SPS meetings to monitor procedures and provide immediate feedback and guidance to teams.	Academic Support Program	12/01/2015	05/31/2017	$0	Office of Teaching and Learning, District Response to Intervention Coordinator

Progress Monitoring - AIMSweb	PLC Structures: School-based Systematic Problem Solving (SPS) Teams convene at least quarterly to review and interpret progress monitoring data and to make decisions about student placement within the RtI tiers TRAINING AND DEVELOPMENT: A progress monitoring protocol for secondary schools has been developed and shared with all middle and high schools. The district will provide a series of trainings to all middle and high school interventionists, coaches, and CRAs on the protocol and the use of AIMSweb as a progress monitoring tool. MONITORING: The district will monitor the status of progress monitoring at each secondary school through AIMSweb. Each school will provide a report to the district in December and May which includes the progress monitoring grade level status, the students who are on track to meet (or have already met) their progress monitoring goal for the year, and MAP percentile growth.	Academic Support Program	09/01/2015	05/31/2017	$3000	District Response to Intervention Coordinator, Director of Secondary Schools
Curriculum Revision and Refinement - ELA & Math	PLC/TRAINING AND DEVELOPMENT: ELA and math teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with KCAS standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs and TLN. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	01/01/2016	08/12/2016	$10000	Office of Teaching and Learning, Instructional Transformation Grant Coordinator
Curriculum Revision and Refinement - Science	PLC/TRAINING AND DEVELOPMENT: Science teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with Next Generation Science standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$4500	Office of Teaching and Learning; Instructional Transformation Grant Coordinator
Curriculum Development - Social Studies	PLC/TRAINING AND DEVELOPMENT: Social Studies teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with the new Next Generation Social Studies standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/31/2016	$4500	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Curriculum Development - Arts & Humanities	PLC/TRAINING AND DEVELOPMENT: Arts & Humanities teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with new Arts & Humanities standards and meet Program Review proficiency expectations. CRAs and School Directors will organize and facilitate this work. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$5000	Office of Teaching and Learning; District Arts Coordinator
Exploration of CRTL options	The district will explore possible options for implementation of Culturally Responsive Teaching and Learning. District leadership will collaborate with Kentucky State University to learn more about their CRTL training programs. In addition, the Office of Teaching and Learning will research and learn more about CRTL as a means of closing the achievement gap.	Other	12/01/2015	05/31/2016	$0	Office of Teaching and Learning
Universal Screener for Early Primary	The Benchmark Assessment System will be used as the universal screener for the early primary grades. PLC STRUCTURE: District Benchmark Assessment System (BAS) team consisting of 3-4 representatives from each school, led by the Director of Elementary Schools TRAINING AND DEVELOPMENT: The district will provide training to the BAS team on how to administer the Benchmark Assessment. After the initial administration, additional training may be provided as needed. MONITORING: Each school will administer the BAS three times per year, in the fall, winter, and spring. The School Director will work with each school to analyze assessment data after each round of administration.	Professional Learning	12/01/2015	05/31/2017	$10500	Office of Teaching and Learning; Director of Elementary Schools
Read and Write for Google	Student licenses for access to the premium version of Read and Write for Google will be provided for students requiring both reader and scribe. Ongoing training will be available for teachers via the JCS Assistive Technology Team. DoSE and/or Asst. DoSE will monitor student use of Read and Write for Google via walkthroughs and observations.	Academic Support Program	08/17/2015	06/02/2017	$2000	DoSE and/or Asst. DoSE
Choosing Technology First	Teachers will be provided ongoing training and support to increase student use of technology (rather than humans) for accommodations. Funding sources (to include outside grants) will be explored to assist schools with increasing student access to technology.	Academic Support Program	08/17/2015	06/02/2017	$5000	DoSE and Asst. DoSE
				Total	$268000	

West Jessamine Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Review of Least-Restrictive Environment	DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies.	Policy and Process	12/08/2015	09/30/2016	$0	DoSE and Asst. DoSE
				Total	$0	

West Jessamine High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-Level PLC Meetings	DoSE and/or Asst. DoSE will attend school level special education PLCs at EJHS, WJHS and EJMS monthly to help analyze student data and monitor the progress of interventions.	Policy and Process	12/07/2015	06/01/2016	$0	Director of Special Education and/or Asst. Director of Special Education
Review of Least-Restrictive Environment	DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies.	Policy and Process	12/08/2015	09/30/2016	$0	DoSE and Asst. DoSE
				Total	$0	

East Jessamine Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-Level PLC Meetings	DoSE and/or Asst. DoSE will attend school level special education PLCs at EJHS, WJHS and EJMS monthly to help analyze student data and monitor the progress of interventions.	Policy and Process	12/07/2015	06/01/2016	$0	Director of Special Education and/or Asst. Director of Special Education

Review of Least-Restrictive Environment	DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies.	Policy and Process	12/08/2015	09/30/2016	$0	DoSE and Asst. DoSE
			Total		$0	

East Jessamine High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-Level PLC Meetings	DoSE and/or Asst. DoSE will attend school level special education PLCs at EJHS, WJHS and EJMS monthly to help analyze student data and monitor the progress of interventions.	Policy and Process	12/07/2015	06/01/2016	$0	Director of Special Education and/or Asst. Director of Special Education
Review of Least-Restrictive Environment	DoSE and/or Asst. DoSE will meet with school administrators and teachers to explore options to increase student access to high-quality content instruction. Specifically, options to increase access to regular education courses for students with special needs through a combination of co-teaching and collaborative support (rather than resource room instruction) will be explored at middle and high schools, and plans will be developed for the 16-17 school year to reduce the percentage of students in resource settings for content, especially Science and Social Studies.	Policy and Process	12/08/2015	09/30/2016	$0	DoSE and Asst. DoSE
			Total		$0	

KDE Needs Assessment

Introduction

The purpose of the School District (system) 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?

We are trying to identify areas of student learning success and areas where students have not performed as expected. Once those areas are identified, we want to use additional data sets to help find possible reasons for the outcomes.

The data show us that, as a district, we regressed slightly due to lower than expected performance of a few of our schools. Some schools targeted for improvement made gains, as well as some other schools without an intense district focus. The number of students identified as college and career ready improved as did the high school graduation rate.

At the elementary level, overall achievement in reading and math slightly declined from the previous year but social studies and writing showed a slight increase over the 13-14 KPREP results. Middle school performance district-wide showed a decrease in achievement in all content areas.The high school achievement indicated that decreases in achievement occurred in all content areas with the exception of writing which showed marked improvement.

Regarding performance of students in the non-duplicated gap group, elementary and middle school gap students decreased their performance in all areas except social studies. At the high school level, an increase was noted among students in the non-duplicated gap group in reading and writing. A drastic decline in math performance among high school gap students was noted.

Growth performance of elementary students in reading increased but decreased in math; middle school students growth declined in both reading and math; high school students growth declined in reading but increased in math.

CCR data showed that middle schools increased by 2.4 points but high schools decreased by 2.7 points. High school graduation rate increased by 4.2 points.

Our analysis of data and information tells us that math and writing are areas of concern across the district.

As a district, we must continue to focus on achievement gaps, according to our learning results.

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?

Areas of Strength:

- Met Participation Rate and Graduation Rate;

- Some increase in writing achievement at the elementary and high school level;

- Increased social studies performance of gap students at the elementary and middle school level;

- Increased writing performance of gap students at the high school level;

- Increased growth in reading at the elementary level;

- Increased math growth at the high school level;

- Increased CCR performance at the middle school level;

- Increased graduation rate (to 89.7) at the high school level.

Sustainment of Strengths

At the elementary level, schools are continuing to refine curriculum, implement highly effective instruction, and intentionally administering congruently aligned formative assessments to inform instruction. Elementary schools are delineating a comprehensive literacy and math core for all students in order to prevent any future declines in achievement. Additional emphasis is being given to our reading and math intervention programs to facilitate increased achievement of our gap population.

At the middle school level, emphasis has been placed on implementing a congruent learning continuum in all core classes so that achievement can be increased. Each middle now has a math and ELA coach and interventionist to maintain the achievement level as well as support the gap population.

At the high school level, continued support for the schools in the area of scheduling, CCR, dropout prevention, and LDC/MDC implementation will sustain their areas of strength.

Opportunities for Improvement

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

Math

Across all grade levels, math achievement either declined or maintained the previous year's score. All schools are now implementing a intentional, comprehensive math intervention that will assist with students in the gap group. Regarding achievement, the elementary schools are now using Stepping Stones, a conceptual math program, designed to serve as the core math program. At the middle schools and high schools, efforts to improve achievement are focused on the implementation of newly designed curricular documents and frequent monitoring to ensure high quality instruction is being implemented.

Writing

At the elementary and middle school levels, writing is a concern. We plan to hire a district writing coach in January to work with our lowest performing schools. Additionally, the district writing coach will also implement professional development opportunities for all writing teachers regardless of level.   In order to monitor the impact of development in writing, the district writing coach will be working with school councils to refine their writing policies to provide for a comprehensive review of student writing folders with work analyses that will inform instruction and continued writing professional growth activities. At the high school level, their writing scores increased and they will continue to fully implement the Literacy Design Collaborative (LDC) model in content areas.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Our lowest performing schools (Needs (Improvement) will receive intensive district support and intervention through an ASSIST model. In this model, a district instructional supervisor or director is assigned to a school and weekly visits are made to conduct a series of monitoring activities. These monitoring activities include classroom learning walks, face-to-face feedback sessions with teachers on the data collected in the learning walks, data retreats / reviews, professional development, and improvement plans. Schools who are labeled as Needs Improvement will also receive THREE district learning walks from the district's Executive Cabinet (Superintendent, Assistant Superintendents, School Level Directors).

Proficient Schools will receive support on an as needed basis unless their achievement or gap performance falls in the district's lowest 50%. In these schools, professional development will be implemented to continue to build teacher capacity and improvement plans will be reviewed. Proficient schools will receive TWO district learning walks from the district's Executive Cabinet (Superintendent, Assistant Superintendents, School Level Directors).

Distinguished schools will alert the district to their particular needs and will receive ONE district learning walk from the district's Executive Cabinet (Superintendent, Assistant Superintendents, School Level Directors).

Conclusion

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

NEXT STEPS

- Review CSIPs;

- Provide professional support in curriculum development, effective instructional delivery, formative assessment implementation;

- Support schools in their implementation of the JCS Recipe for Success;

- Implement activities as part of Jessamine County's Strategic Plan;

- Train teachers and leaders on how to develop or sustain a highly effective school, focused on student achievment.

Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

2015-2017 CCR: Increase the percentage of students who are college and career ready from 67% to 85% by 2017.

Measurable Objective 1:

collaborate to achieve college and career readiness by increasing the number of Jessamine County graduates who meet college and/or career ready requirements from 62.2% to 82.6% by 05/31/2017 as measured by ACT and career-ready measures.

Strategy1:

College/Career Ready Preparation - Teachers and school leaders will develop and implement strategies to ensure students successfully meet College and/or Career objectives.

Category: Career Readiness Pathways

Research Cited: Catherine Jacques

Activity - CCR Awareness and Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will increase awareness for students, parents and teachers about CCR and celebrate student successes.	Academic Support Program	11/15/2015	05/31/2016	$1000 - General Fund	High School Administration

Activity - Testing Preparation & Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will collaborate with school administrators on test preparation, testing resources and establishing schedules of CCR testing dates with COMPASS, KYOTE, ACT, ASVAB and WorkKeys.	Academic Support Program	11/15/2015	05/31/2016	$1000 - General Fund	High School CRAs, DAC, & Director of Secondary Schools

Activity - Career Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCTC will collaborate with high schools to analyze and coordinate scheduling of preparatory students. An emphasis will be placed on the advising and scheduling of seniors into courses for CTE completer status.	Career Preparation/ Orientation	02/01/2016	04/29/2016	$0 - No Funding Required	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, High School Counselors

Activity - Career Pathway Scheduling for 9th Graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCTC collaborates with middle and high schools to develop elective schedule request list and pathway scheduling process for incoming 9th graders. ILPs will be utilized to allow for more individualized and accurate placements of students in their areas of interest and aptitude.	Career Preparation/ Orientation	02/01/2016	04/29/2016	$0 - No Funding Required	Director of Secondary Schools, Deputy Superintendent, JCTC CRA, Middle and High School Counselors

Activity - ACT and EOC Type Question Exposure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will work with school administrators to monitor the inclusion ACT and EOC type questions into teachers' daily instruction and formative assessments.	Academic Support Program	11/15/2015	05/31/2016	$5000 - General Fund	TEL Leaders, High School CRAs & Director of Secondary Schools

Goal 2:

2015-2017 GRADUATION RATE: Increase the average freshman graduation rate of all Kentucky students from 88.7% to 91.3% by 2017.

Measurable Objective 1:

collaborate to increase the graduation rate of Jessamine County students from 87.8% to 90% by 05/31/2017 as measured by percentage of students graduating in 4 years.

Strategy1:

Work-Based Learning - Teachers, school leaders and community leaders will research and develop work-based learning opportunities for high school students.

Category: Persistance to Graduation

Research Cited: SD Phillips, DL Blustein, & K Jobin-Davis

Activity - Literature Review & Program Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The newly hired Work-Based Liaison and school district administrators will review research and visit school districts that are currently implementing effective work-based learning programs.	Professional Learning	11/15/2015	03/15/2016	$6500 - General Fund	Work-Based Liaison & Deputy Superintendent

Activity - Diploma Seal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will research and develop policy, procedures, instructional practices and standards for earning a 'work ready' seal for graduation diplomas.	Policy and Process	03/15/2016	05/31/2017	$2000 - General Fund	Work-Based Liaison & Deputy Superintendent

Activity - Work-Based Program Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will implement an effective work-ready learning program for upperclassmen, connecting students to work experiences related to their career pathways.	Career Preparation/ Orientation	03/15/2016	05/31/2017	$25000 - General Fund	Work-Based Liaison, JCTC Principal & Deputy Superintendent

Activity - Work-Ready Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jessamine County Schools is working with key community leadership to become a KY Work-ready Community.	Community Engagement	11/15/2016	05/31/2017	$20000 - Other	Work-Based Liaison, JCTC Principal & Deputy Superintendent

Activity - Community Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With support from the Jessamine County Chamber of Commerce, a county-wide survey will be distributed to local businesses for the purpose of determining employment needs.	Community Engagement	11/15/2015	03/15/2016	$0 - No Funding Required	Work-Based Liaison & JCTC Principal

Strategy2:

Name and Claim - Developing Individualized Supports for Students Needing Additional Assistance Completing Graduation Requirements -

Teachers and school leaders will identify students needing additional supports and customize their instructional opportunities.

Category: Persistance to Graduation

Research Cited: GG Wehlage (ERIC)

Activity - Increase Participation in Extra-curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership and athletic and performing arts directors will create more opportunities for students to participate in extra-curricular activities and develop programs that promote additional student involvement.	Extra Curricular	11/15/2015	05/31/2017	$15000 - General Fund	Athletic Directors, Performing Arts Directors, High School Principals & Deputy Superintendent

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration will monitor credits, attendance, discipline and drop-out date and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program	11/15/2015	05/31/2017	$10000 - General Fund	High School Principals & Deputy Superintendent

Activity - Focus and Finish	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth year seniors and fourth year juniors will be encouraged to participate in this intervention program designed to accelerate their credit recovery.	Academic Support Program	11/15/2015	05/31/2017	$10000 - General Fund	High School Principals & Deputy Superintendent

Activity - BrightBytes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jessamine County will use the BrightBytes Program and the Infinite Campus Persistence to Graduation Report to determine students who are at risk of dropping out of school.	Other	11/15/2015	06/15/2016	$8000 - General Fund	District Technology Coordinator

Goal 3:

2015-2017 ACHIEVEMENT: Increase the average combined reading and math K-Prep scores for all Kentucky students from 47% to 63% in 2017.

Measurable Objective 1:

collaborate to decrease the combined reading and math Novice percentage from 21.7% to 15% by 05/31/2017 as measured by KPREP reading and math scores.

Strategy1:

Intervention and Support - The district will facilitate the development and implementation of intervention and support opportunities for students who are significantly under-performing.

Category: Other - Response to Intervention

Research Cited: US Department of Education; Dufour & Dufour

Activity - Progress Monitoring - AIMSweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Structures: School-based Systematic Problem Solving (SPS) Teams convene at least quarterly to review and interpret progress monitoring data and to make decisions about student placement within the RtI tiers TRAINING AND DEVELOPMENT: A progress monitoring protocol for secondary schools has been developed and shared with all middle and high schools. The district will provide a series of trainings to all middle and high school interventionists, coaches, and CRAs on the protocol and the use of AIMSweb as a progress monitoring tool. MONITORING: The district will monitor the status of progress monitoring at each secondary school through AIMSweb. Each school will provide a report to the district in December and May which includes the progress monitoring grade level status, the students who are on track to meet (or have already met) their progress monitoring goal for the year, and MAP percentile growth.	Academic Support Program	09/01/2015	05/31/2017	$3000 - District Funding	District Response to Intervention Coordinator, Director of Secondary Schools

Activity - Universal Screener for Early Primary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Benchmark Assessment System will be used as the universal screener for the early primary grades. PLC STRUCTURE: District Benchmark Assessment System (BAS) team consisting of 3-4 representatives from each school, led by the Director of Elementary Schools TRAINING AND DEVELOPMENT: The district will provide training to the BAS team on how to administer the Benchmark Assessment. After the initial administration, additional training may be provided as needed. MONITORING: Each school will administer the BAS three times per year, in the fall, winter, and spring. The School Director will work with each school to analyze assessment data after each round of administration.	Professional Learning	12/01/2015	05/31/2017	$10500 - Other	Office of Teaching and Learning; Director of Elementary Schools

Activity - Systematic Problem Solving (SPS) Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Structures: Systematic Problem Solving (SPS) Teams at each school meet quarterly, at a minimum, to review progress monitoring data and make decisions about student progress within the RtI tiers TRAINING AND DEVELOPMENT: An SPS protocol has been established for elementary and secondary levels. SPS training and guidance has previously been provided to each school's administrators and interventionists. The district will continue to analyze the effectiveness and refine implementation of SPS teams, providing individualized training by school on an as needed basis. MONITORING: School SPS teams will share schedule of meeting dates with the district. The district will monitor student achievement data (MAP, AIMSweb) in the fall, winter, and spring for all students enrolled in interventions to determine effectiveness of intervention programs. The District RtI Coordinator will periodically attend SPS meetings to monitor procedures and provide immediate feedback and guidance to teams.	Academic Support Program	12/01/2015	05/31/2017	$0 - No Funding Required	Office of Teaching and Learning, District Response to Intervention Coordinator

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

2015-2017 GAP: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase from 35% to 55% in the combined reading and math scores of students in the non-duplicated gap group by 05/31/2017 as measured by KPREP reading and math scores.

Strategy1:

Culturally Responsive Teaching and Learning (CRTL) - Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

Some of the characteristics of culturally responsive teaching are:

1.Positive perspectives on parents and families

2.Communication of high expectations

3.Learning within the context of culture

4.Student-centered instruction

5.Culturally mediated instruction

6.Reshaping the curriculum

7.Teacher as facilitator

Category: Continuous Improvement

Research Cited: ASCD; Gay; Wlodkowski & Ginsberg; Ladson-Billings

Activity - Exploration of CRTL options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will explore possible options for implementation of Culturally Responsive Teaching and Learning. District leadership will collaborate with Kentucky State University to learn more about their CRTL training programs. In addition, the Office of Teaching and Learning will research and learn more about CRTL as a means of closing the achievement gap.	Other	12/01/2015	05/31/2016	$0 - No Funding Required	Office of Teaching and Learning

Goal 2:

2015-2017 ACHIEVEMENT: Increase the average combined reading and math K-Prep scores for all Kentucky students from 47% to 63% in 2017.

Measurable Objective 1:

collaborate to align the district curriculum to the Kentucky Core Academic Standards by 08/01/2016 as measured by completed K-12 curriculum documents.

Strategy1:

Curriculum Development and Revision - Curriculum and sequencing for grades K-12 will be reviewed and revised to ensure congruency with KCAS standards.

Category: Continuous Improvement

Research Cited: Wiggins & McTighe; Hayes-Jacobs

Activity - Curriculum Revision and Refinement - Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Science teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with Next Generation Science standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$4500 - Grant Funds	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Activity - Curriculum Development - Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Social Studies teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with the new Next Generation Social Studies standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs, TLN, and Content Network teacher participants. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/31/2016	$4500 - Grant Funds	Office of Teaching and Learning; Instructional Transformation Grant Coordinator

Activity - Curriculum Development - Arts & Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: Arts & Humanities teachers will develop learning target progressions, pacing and sequencing guides, and curriculum maps that are congruent with new Arts & Humanities standards and meet Program Review proficiency expectations. CRAs and School Directors will organize and facilitate this work. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	05/16/2016	08/12/2016	$5000 - District Funding	Office of Teaching and Learning; District Arts Coordinator

Activity - Curriculum Revision and Refinement - ELA & Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC/TRAINING AND DEVELOPMENT: ELA and math teachers will analyze current learning target progressions, pacing and sequencing guides, and curriculum maps and revise/refine or create documents as needed to ensure alignment with KCAS standards. CRAs and School Directors will organize and facilitate this work, with assistance from TELs and TLN. Completed curriculum documents will be uploaded to a district share site. MONITORING: The district will monitor implementation and fidelity of the curriculum through walk-throughs and Learning Walks.	Professional Learning	01/01/2016	08/12/2016	$10000 - Grant Funds	Office of Teaching and Learning, Instructional Transformation Grant Coordinator

Measurable Objective 2:

collaborate to decrease the combined reading and math Novice percentage from 21.7% to 15% by 05/31/2017 as measured by KPREP

reading and math scores.

Strategy1:

Intervention and Support - The district will facilitate the development and implementation of intervention and support opportunities for

students who are significantly under-performing.

Category: Other - Response to Intervention

Research Cited: US Department of Education; Dufour & Dufour

Activity - Universal Screener for Early Primary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Benchmark Assessment System will be used as the universal screener for the early primary grades. PLC STRUCTURE: District Benchmark Assessment System (BAS) team consisting of 3-4 representatives from each school, led by the Director of Elementary Schools TRAINING AND DEVELOPMENT: The district will provide training to the BAS team on how to administer the Benchmark Assessment. After the initial administration, additional training may be provided as needed. MONITORING: Each school will administer the BAS three times per year, in the fall, winter, and spring. The School Director will work with each school to analyze assessment data after each round of administration.	Professional Learning	12/01/2015	05/31/2017	$10500 - Other	Office of Teaching and Learning; Director of Elementary Schools

Activity - Progress Monitoring - AIMSweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Structures: School-based Systematic Problem Solving (SPS) Teams convene at least quarterly to review and interpret progress monitoring data and to make decisions about student placement within the RtI tiers TRAINING AND DEVELOPMENT: A progress monitoring protocol for secondary schools has been developed and shared with all middle and high schools. The district will provide a series of trainings to all middle and high school interventionists, coaches, and CRAs on the protocol and the use of AIMSweb as a progress monitoring tool. MONITORING: The district will monitor the status of progress monitoring at each secondary school through AIMSweb. Each school will provide a report to the district in December and May which includes the progress monitoring grade level status, the students who are on track to meet (or have already met) their progress monitoring goal for the year, and MAP percentile growth.	Academic Support Program	09/01/2015	05/31/2017	$3000 - District Funding	District Response to Intervention Coordinator, Director of Secondary Schools

Activity - Systematic Problem Solving (SPS) Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Structures: Systematic Problem Solving (SPS) Teams at each school meet quarterly, at a minimum, to review progress monitoring data and make decisions about student progress within the RtI tiers TRAINING AND DEVELOPMENT: An SPS protocol has been established for elementary and secondary levels. SPS training and guidance has previously been provided to each school's administrators and interventionists. The district will continue to analyze the effectiveness and refine implementation of SPS teams, providing individualized training by school on an as needed basis. MONITORING: School SPS teams will share schedule of meeting dates with the district. The district will monitor student achievement data (MAP, AIMSweb) in the fall, winter, and spring for all students enrolled in interventions to determine effectiveness of intervention programs. The District RtI Coordinator will periodically attend SPS meetings to monitor procedures and provide immediate feedback and guidance to teams.	Academic Support Program	12/01/2015	05/31/2017	$0 - No Funding Required	Office of Teaching and Learning, District Response to Intervention Coordinator

Measurable Objective 3:

demonstrate a proficiency increase from 48% to 64% in the combined reading and math scores of Jessamine County students by 05/31/2017 as measured by KPREP scores.

Strategy1:

JCS Recipe for Success - The JCS Recipe for Success is the guiding blueprint outlining the vision of what effective instructional practice should look like in all Jessamine County classrooms. It highlights research-based practices organized into the areas of What We Teach, How We Teach, How We Know If Students Are Learning, and How We Respond to Student Learning Results. Each year, 1-3 areas within the Recipe are selected as focus areas. The district provides systematic training and monitoring in the selected areas to develop teacher and administrator capacity.

Category: Continuous Improvement

Research Cited: Schmoker, Marzano, Fisher & Frey

Activity - Formative Assessment through Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in formative assessment practices the Gradual Release of Responsibility Framework. Training materials will be based on Fisher & Frey's book "Better Learning Through Structured Teaching." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Gradual Release and Formative Assessment at each school. TPGES: This activity supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.	Professional Learning	09/01/2015	05/31/2016	$0 - No Funding Required	Office of Teaching and Learning

Activity - Questioning and Discussion Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in effective questioning and discussion strategies. Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of questioning and discussion strategies at each school. TPGES: This activity supports Framework for Teaching Component 3B: Questioning and Discussion Techniques	Professional Learning	08/15/2016	12/16/2016	$0 - No Funding Required	Office of Teaching and Learning

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC STRUCTURES: - Secondary Teacher Effectiveness Leaders (TELs) meet monthly, led by the Director of Secondary Schools - Elementary Teacher Leader Network (TLN) teachers meet monthly, led by the Director of Elementary Schools - District Curriculum Resource Administrators (CRAs) meet monthly, led by the School Directors - District Principals meet monthly, led by the Superintendent TRAINING & DEVELOPMENT: At the monthly meetings, the district PLC members shall receive training in integrating Academic Vocabulary strategies into lessons and units. Training materials will be based on Marzano & Simm's book "Vocabulary for the Common Core." Trainings will be conducted in a "train-the-trainer" modular format that administrators and teacher leaders will take back and replicate at their respective schools, ensuring consistency of training across all schools in the district. MONITORING: Teacher leaders, in conjunction with CRAs and principals, shall roll out the training at their respective schools/departments. The district provides timelines and expectations for the roll out of each module. Administrators share updates on training progress with the School Director. District walk-throughs and Learning Walks will focus on collecting evidence around the implementation of Academic Vocabulary strategies at each school. TPGES: This activity supports Framework for Teaching Component 3A: Communicating with Students	Professional Learning	02/01/2016	12/16/2016	$0 - No Funding Required	Office of Teaching and Learning

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Effectiveness Leaders (TELs) at each secondary school and Teacher Leader Network (TLN) participants will be identified at each secondary school in the areas of ELA, math, science, social studies, and special education. Teacher Leaders meet monthly with School Directors to receive training in JCS Recipe for Success modules and in PLC leadership. Teacher Leaders work in conjunction with CRAs and Principals to implement the training in their own classrooms, and to facilitate and assist with rolling out the training modules to their respective schools and departments.	Professional Learning	08/03/2015	06/30/2017	$50000 - Grant Funds $70000 - District Funding	Office of Teaching and Learning

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	jessamine.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We have not applied.	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	The district administrative team has reviewed and analyzed data from the 2015 KPREP assessment in order to identify trends related to equitable access to effective educators. Other pieces were also included in the analysis of data including documentation from district walkthroughs, PGES/TPGES, and the School Report Card.	

What are the barriers?

According to the Equity Data documented in the School Report Card for the district, teacher retention and turnover rate are barriers to achieving equitable access to effective educators. The ability to retain teachers in order to refrain from turnover within the district is difficult due to higher salary schedules in surrounding counties.

Contracts of teachers not meeting district and school expectations may not be renewed based on data collected from district and school walkthroughs and evaluations.

List the data sources used to identify the barriers.

School Report Card

TELL Kentucky

Professional Growth and Effectiveness System

What are the root causes of those identified barriers?

The ability to retain teachers in order to refrain from turnover within the district is difficult due to higher salary schedules in surrounding counties.

Contracts of teachers not meeting district and school expectations may not be renewed based on data collected from district and school walkthroughs and evaluations. The decision of non-renewal is based on data collected from the school and district walkthrough data. Teacher preparation is often a barrier to the effectiveness of the teacher in the classroom.

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

According to the Professional Growth and Effectiveness System, 95% of teachers in the district are at the exemplary/accomplished level.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

According to district policy 09.13, no pupil shall be discriminated against because of age, color, disability, parental status, marital status, race, national origin, religion, sex, or veteran status. The district also supports each school's SBDM council policy on placement of students. School councils develop policy to ensure students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

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

The district encourages schools to use assessment data, information collected from classroom walkthroughs, and PGES data when considering placement of students. Schools are encouraged to balance classrooms by ensuring at-risk and minority students are not placed at a higher rate than other students in classrooms with inexperienced, unqualified or out-of-field teachers.

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

The district uses data from assessments, classroom walkthroughs, and PGES to determine instructional needs of the district. School and district administration seek candidates that can fulfill current instructional needs based on the data.

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

The district collaborates with local and regional universities to recruit teachers that have demonstrated effectiveness in supporting the diverse learning needs of all students, including minority students, low income students, students with disabilities and students with limited English language. The district also hosts student teachers each year to strengthen the recruitment process.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

The district collaborates with local and regional universities to recruit teachers that have demonstrated effectiveness in supporting the diverse learning needs of all students, including minority students, low income students, students with disabilities and students with limited English language. The district also hosts student teachers each year to strengthen the recruitment process.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

The district provides mentors and extra support to first year teachers through the Kentucky Teacher Internship Program and to second year teachers through a district level support team called J Team 2. Highly effective teachers are invited to participate in leadership opportunities at the school and district levels. Staff retreats also provide time for additional collaboration and opportunities for comradery.

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

The district provides mentors and extra support to first year teachers through the Kentucky Teacher Internship Program and to second year teachers through a district level support team called J Team 2. Highly effective teachers are invited to participate in leadership opportunities at the school and district levels and are invited to attend workshops and seminars at the local, state and national level. Staff retreats also provide time for additional collaboration and opportunities for comradery.

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

Building level administrators provide extra support to teachers with a rating below the accomplished level of effectiveness. Professional growth plans identify areas of growth and activities and strategies are identified to assist improvement. District level administration also works with school and teachers and provide additional support for improvement.

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

District level administration uses data from TELL Kentucky to address professional learning needs. Based on the survey, the district collaborates with building level principals and councils to design and implement opportunities for teachers to attend meaningful sessions to improve teaching and learning.

Questions

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

Refer to the Comprehensive District Improvement Plan