



Comprehensive District Improvement Plan

Jessamine County

871 Wilmore Rd
Nicholasville, KY 40356

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		JCS Equity Diagnostic for CDIP 2016-2018

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The percentage of minority students is relatively evenly distributed across the schools. English Language Learners are slightly more highly represented in high poverty schools. Students with disabilities are more heavily represented in the highest poverty schools. Overall, the percentage of teachers with 4 or more years experience is relatively even with the highest percentage of experienced teachers serving in the highest poverty schools. Minority teachers are underrepresented compared to our student population.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Minority Certified Staff - lack of diverse applicants. As part of the PIPE grant work mentioned in the CDIP, the district is forming a work group around teacher recruitment and hiring. Recruitment of highly-qualified minority applicants will be one area this group will address as part of their work.

Special Education - disparity in school readiness in early childhood. The Director of Elementary and Deputy Superintendent are working with elementary schools on the design of preschool and primary programs. The Office of Special Education continues to work on streamlining processes for the identification of of special needs students. The Office of Teaching and Learning is working with schools on strategies to increase readiness levels through interventions and high-impact strategies proven to reduce achievement gaps.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		JCS District Equity Goals for CDIP 2016-2018

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:
 2016-2018 GAP: JCS will increase the proficiency rates of all students in the non-duplicated gap group and increase overall achievement among underperforming subgroups.

Measurable Objective 1:
 demonstrate a proficiency increase from 15.8% to 49.8% in the combined reading and math performance of Jessamine County students with IEPs by 05/31/2018 as measured by KPREP reading and math scores.

Strategy1:
 Foster and Build Independence - This strategy follows previous "Access to Accommodations" strategy. Strategic plan will outline a three part plan (activities) designed to promote student independence in using technology, build a curriculum that incorporates universal design for learning and encourage fading of accommodations whenever possible.

Category: Continuous Improvement

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

Israel, Marino, Delisio, and Seriani (2014) Supporting Content Learning Through Technology for K-12 Students with Disabilities

SY 2016-2017

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Activity - Responsive Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work together with Office of Teaching and Learning to begin development of a plan to embed strategies for students with disabilities into unit design, to include Universal Design for Learning and technology integration.	Academic Support Program Technology	07/03/2017	06/01/2018	\$0 - No Funding Required	DoSE and CAO

Activity - Increasing Student Self-Advocacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin exploring strategies to increase student self-advocacy at all grade levels, including introducing the concept of self-directed IEPs. Committee will work to develop guidance document to assist teachers in the development of more explicit plans for fading of accommodations (when appropriate.) Provide training to teachers (special ed and general ed) and parents on strategies for fading accommodations.	Academic Support Program	11/01/2016	06/01/2018	\$1000 - IDEA	DoSE and Assistant DoSE

Activity - Increasing Student use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers and students (beginning with grades 3-5) to promote student access to technology. DoSE, CAO and Director of Technology will work together to identify possible funding sources to maximize available hardware for student use. Detailed plan for training of teachers and students, including keyboarding and programmatic training, will be outlined in strategic plan.	Technology Professional Learning Academic Support Program	08/10/2016	06/01/2018	\$5000 - Other	DoSE, CAO, Director of Technology

Measurable Objective 2:

demonstrate a proficiency increase from 39.7% to 61.7% in the combined reading and math scores of Jessamine County students in the non-duplicated gap group by 05/31/2018 as measured by KPREP reading and math scores.

Strategy1:

Academic Vocabulary Instruction - Academic Vocabulary Instruction is a high-impact instructional strategy that raises the achievement of all students and has been shown to be especially effective in closing the achievement gap. The Office of Teaching and Learning will provide systematic training and monitoring of implementation to school administrators and school-based teacher leaders.

Category: Learning Systems

Research Cited: Building Academic Vocabulary and Vocabulary for the Common Core by Robert Marzano; How to Teach Academic Vocabulary by Sharon Faber and Jill Norris

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Activity - Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Office of Teaching and Learning will deliver monthly training to school administrators and school-based teacher leaders in academic vocabulary instruction. 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 consistent delivery of training across all schools in the district. Teacher leaders, in conjunction with CRAs and principals, shall work together to design a plan for delivering, implementing, and monitoring the use of academic vocabulary instruction in all classrooms in their school/departments. Administrators share updates on training progress with the School Directors. The Office of Teaching and Learning will monitor the implementation of vocabulary instruction through scheduled 5x5 visits and Learning Walks.	Professional Learning	08/01/2016	05/31/2017	\$10000 - Grant Funds	Office of Teaching and Learning

Goal 2:
2016-2018 NOVICE REDUCTION: All JCS schools will have shared leadership teams that meet a minimum of once per month to guide data-based PLC work.

Measurable Objective 1:
collaborate to decrease the percentage of Jessamine County students scoring at the novice level in reading and math by 5% by 05/31/2018 as measured by KPREP reading and math scores.

Strategy1:
High Functioning PLCs - As outlined in the strategic plan, each school will receive training and complete a Tier III systems check for Professional Learning Communities (PLCs). The Office of Teaching and Learning will conduct Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis of the systems check.
Category: Continuous Improvement
Research Cited: The Baldrige Criteria are a model for continuous improvement and performance excellence.

Activity - Leadership Teams PLC Systems Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Office of Teaching and Learning will provide follow-up trainings, resources, and support to move schools toward PLC/shared leadership improvement goals.	Other - Continuous Improvement	12/01/2016	12/01/2017	\$20000 - Other	Office of Teaching and Learning

Activity - Plan-Do-Study-Act Training and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OTL will train and coach school leadership teams on the implementation of Plan-Do-Study-Act (PDSA) and other quality tools and protocols to ensure that all schools have focused, intentional PLCs.	Professional Learning	12/01/2016	12/01/2017	\$0 - Other	Office of Teaching and Learning

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Strategy2:

Student Growth - In addition to monitoring proficiency/mastery rates, it is also imperative to monitor individual student growth and progress. Mastery measurement informs teachers whether or not a student has learned the particular skills covered in a unit or course, but not whether the student is learning at a pace that will allow him or her to meet annual learning goals and/or to make progress in identified areas of need. Attention to student growth provides an individualized look at student learning that allows teachers and schools to personalize interventions, enrichments, and core instruction activities based on student needs.

Category: Continuous Improvement

Research Cited: KDE Novice Reduction: <http://education.ky.gov/school/stratclsgap/Pages/default.aspx>

Activity - Student Growth Analysis Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Office of Teaching and Learning will schedule mid-year student growth analysis conferences with each school's administrative team to review progress data on each student. The purpose of the conferences will be to identify students at the various performance levels with a particular focus on novice students, to review the effectiveness of current school practices to promote high levels of student growth, and identify high-impact school practices to maximize student growth. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	01/03/2017	05/31/2017	\$0 - No Funding Required	Chief Academic Officer, Director of Elementary Schools, Director of Secondary Schools

Goal 3:

2016-2018 PIPE: JCS will have clearly articulated and implemented systems using the Baldrige framework.

Measurable Objective 1:

collaborate to develop systems models through the Process Improvement for Performance Excellence (PIPE) grant by 05/31/2018 as measured by grant expectations and requirements.

Strategy1:

Improve our teacher recruitment and retention process. - This work will be carried out through the implementation of the PIPE grant.

Category: Human Capital Management

Research Cited:

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

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Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District leadership

Strategy2:

Improve teacher classroom attendance - This work will be carried out through the implementation of the PIPE grant.

Category: Management Systems

Research Cited:

Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District Leadership Project Team

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

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Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District Leadership

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	East Jessamine High School West Jessamine High School East Jessamine Middle School	

Phase I - 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?

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

The data show us that, as a district, we improved over last year. That improvement garnered our district a Progressing status which indicates that we have exceeded improvement goals. However, we are still not at our goal of Distinguished performance at the district level.

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
- Increased reading achievement at elementary and middle school levels
- Increased math achievement at elementary, middle, and high school levels
- Increased reading performance of the non-duplicated gap group at elementary and middle school levels
- Increased math performance of the non-duplicated gap group at elementary, middle, and high school levels
- Increased student growth percentiles of students at the elementary and middle school levels
- Increased percentage of high school students who are college/career ready upon graduation
- Increased high school graduation rate

At all levels, the schools are continuing to refine the guaranteed and viable curriculum, implement highly effective instruction through the guidance of teacher leaders, and intentionally administer congruent formative assessments and analyze the results to inform instruction.

Increased focus on graduation cohorts and career pathway scheduling at the high schools will help sustain and continuously improve those areas of strength.

Opportunities for Improvement

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

Novice Reduction

In our schools that declined, a common factor was not meeting novice reduction targets. In contrast, schools that saw the greatest performance increases attributed that at least in part to a focus on novice reduction initiatives. All school administrators and teacher leaders have been training this school year with KDE Novice Reduction coaches to develop and implement school-wide systems around novice reduction. In addition, the district is leading novice reduction conferences with each school to monitor and support novice reduction efforts.

Writing

Writing district-wide continues to be an area of concern. The district has used Instructional Transformation Grant funds to support a Literacy Design Collaborative (LDC) coach in each secondary school. This is a supplemental duty position that will work with teachers to embed high-quality LDC writing modules into the ELA, science, and social studies curriculum. We also have one elementary school piloting LDC with a plan to expand to additional elementary schools next year.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The district has several processes for monitoring continuous improvement:

- Monthly district Learning Walks - school and district administrators visit one elementary and one secondary school per month to focus on a Promising Practice
- 5 x 5 Visits - The Chief Academic Officer, Director of Elementary Schools, and Director of Secondary Schools conduct monthly 5 x 5 visits at each school; the district representative along with school administrator(s) conduct short classroom visits to identify themes of strengths and areas for improvement
- Graduation Cohort Analysis Meetings - high school administrators and counselors meet with district administration to review and develop individualized graduation plans for 4-year and 5-year cohort students at-risk of retention
- Novice Reduction Conferences - school administrators meet with district administration to analyze mid-year student growth data and review the success/areas for improvement of novice reduction initiatives

Conclusion

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

Next Steps

- Review and provide feedback on CSIPs
- Development and monitoring of school and district strategic plans, including 30-60-90 day implementation plans
- Process Improvement and Performance Excellence (PIPE) and Baldrige initiatives to improve district and school systems and processes
- District-wide curriculum and assessment workgroups
- Continue Teacher Effectiveness Leader (TEL) and Teacher Leader Network (TLN) work around the JCS Recipe for Success
- Professional Learning Communities (PLC) work around continuous improvement initiatives

Jessamine County CDIP 2016-2018

Overview

Plan Name

Jessamine County CDIP 2016-2018

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	2016-2018 PROFICIENCY: JCS will have clearly articulated and implemented systems for the KDE Key Core Processes of Curriculum, Assessment, and Instruction and all schools will be designated as Proficient or Distinguished schools by KDE.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	2016-2018 GAP: JCS will increase the proficiency rates of all students in the non-duplicated gap group and increase overall achievement among underperforming subgroups.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$16000
3	2016-2018 NOVICE REDUCTION: All JCS schools will have shared leadership teams that meet a minimum of once per month to guide data-based PLC work.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$20000
4	2016-2018 CCR: JCS will increase the percentage of students identified as life-ready for college and/or careers.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$2656000
5	2016-2018 GRADUATION RATE: JCS will increase the average 4-year and 5-year cohort graduation rate.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$55000
6	2016-2018 PARENT INVOLVEMENT: JCS will increase the percentage of parents and families engaged in academically related school activities.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1000
7	2016-2018 PIPE: JCS will have clearly articulated and implemented systems using the Baldrige framework.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$8000

Goal 1: 2016-2018 PROFICIENCY: JCS will have clearly articulated and implemented systems for the KDE Key Core Processes of Curriculum, Assessment, and Instruction and all schools will be designated as Proficient or Distinguished schools by KDE.

Measurable Objective 1:

demonstrate a proficiency increase from 52.5% to 69.0% in the combined reading and math scores of Jessamine County students by 05/31/2018 as measured by KPREP scores.

Strategy 1:

KCWP System Implementation - As outlined in our 30-60-90 plan, we will implement continuous improvement systems around the Key Core Work Processes of Curriculum and Assessment.

Category: Continuous Improvement

Research Cited: KDE Novice Reduction Work

Activity - System Development and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis and development of Key Core Work Process areas of Design and Deploy Standards and Design and Deliver Assessment Literacy as outlined in the 30-60-90 plan Schools: All Schools	Policy and Process	11/03/2016	05/31/2017	\$0	No Funding Required	Directors of Elementary and Secondary Schools

Strategy 2:

Monitoring Instructional Practice - District and school administration will work together to insure high impact instruction that is congruent to grade level standards as outlined in 30-60-90 planning.

Category: Management Systems

Research Cited: <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Learning-Walks-Instructional-Rounds-for-your-school.aspx>;

<http://hepg.org/hep-home/books/instructional-rounds-in-education>

Activity - District Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the protocol established in "Instructional Rounds in Education" all CRAs and rotating principals and assistant principals will complete learning walks at each school to examine a problem of practice or a promising practice within that school. Schools: All Schools	Professional Learning	09/01/2016	05/31/2017	\$0	No Funding Required	Directors of Elementary and Secondary Schools

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Activity - 5X5 Partnered Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OTL staff will partner with principals, assistant principals and curriculum resource administrators to complete walkthrough (minimum of 5 classrooms, 5 minutes each) in each school with debriefing for the school administrative team as outlined in 30-60-90 plan. Schools: All Schools	Professional Learning	09/01/2016	05/31/2017	\$0	No Funding Required	Chief Academic Officer

Goal 2: 2016-2018 GAP: JCS will increase the proficiency rates of all students in the non-duplicated gap group and increase overall achievement among underperforming subgroups.

Measurable Objective 1:

demonstrate a proficiency increase from 39.7% to 61.7% in the combined reading and math scores of Jessamine County students in the non-duplicated gap group by 05/31/2018 as measured by KPREP reading and math scores.

Strategy 1:

Academic Vocabulary Instruction - Academic Vocabulary Instruction is a high-impact instructional strategy that raises the achievement of all students and has been shown to be especially effective in closing the achievement gap. The Office of Teaching and Learning will provide systematic training and monitoring of implementation to school administrators and school-based teacher leaders.

Category: Learning Systems

Research Cited: Building Academic Vocabulary and Vocabulary for the Common Core by Robert Marzano; How to Teach Academic Vocabulary by Sharon Faber and Jill Norris

Activity - Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Office of Teaching and Learning will deliver monthly training to school administrators and school-based teacher leaders in academic vocabulary instruction. 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 consistent delivery of training across all schools in the district. Teacher leaders, in conjunction with CRAs and principals, shall work together to design a plan for delivering, implementing, and monitoring the use of academic vocabulary instruction in all classrooms in their school/departments. Administrators share updates on training progress with the School Directors. The Office of Teaching and Learning will monitor the implementation of vocabulary instruction through scheduled 5x5 visits and Learning Walks. Schools: All Schools	Professional Learning	08/01/2016	05/31/2017	\$10000	Grant Funds	Office of Teaching and Learning

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Measurable Objective 2:

demonstrate a proficiency increase from 15.8% to 49.8% in the combined reading and math performance of Jessamine County students with IEPs by 05/31/2018 as measured by KPREP reading and math scores.

Strategy 1:

Foster and Build Independence - This strategy follows previous "Access to Accommodations" strategy. Strategic plan will outline a three part plan (activities) designed to promote student independence in using technology, build a curriculum that incorporates universal design for learning and encourage fading of accommodations whenever possible.

Category: Continuous Improvement

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

Israel, Marino, Delisio, and Serianni (2014) Supporting Content Learning Through Technology for K-12 Students with Disabilities

Activity - Increasing Student use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers and students (beginning with grades 3-5) to promote student access to technology. DoSE, CAO and Director of Technology will work together to identify possible funding sources to maximize available hardware for student use. Detailed plan for training of teachers and students, including keyboarding and programmatic training, will be outlined in strategic plan. Schools: All Schools	Academic Support Program, Technology, Professional Learning	08/10/2016	06/01/2018	\$5000	Other	DoSE, CAO, Director of Technology
Activity - Increasing Student Self-Advocacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin exploring strategies to increase student self-advocacy at all grade levels, including introducing the concept of self-directed IEPs. Committee will work to develop guidance document to assist teachers in the development of more explicit plans for fading of accommodations (when appropriate.) Provide training to teachers (special ed and general ed) and parents on strategies for fading accommodations. Schools: All Schools	Academic Support Program	11/01/2016	06/01/2018	\$1000	IDEA	DoSE and Assistant DoSE
Activity - Responsive Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work together with Office of Teaching and Learning to begin development of a plan to embed strategies for students with disabilities into unit design, to include Universal Design for Learning and technology integration. Schools: All Schools	Academic Support Program, Technology	07/03/2017	06/01/2018	\$0	No Funding Required	DoSE and CAO

Goal 3: 2016-2018 NOVICE REDUCTION: All JCS schools will have shared leadership teams that meet a minimum of once per month to guide data-based PLC work.

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Measurable Objective 1:

collaborate to decrease the percentage of Jessamine County students scoring at the novice level in reading and math by 5% by 05/31/2018 as measured by KPREP reading and math scores.

Strategy 1:

High Functioning PLCs - As outlined in the strategic plan, each school will receive training and complete a Tier III systems check for Professional Learning Communities (PLCs). The Office of Teaching and Learning will conduct Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis of the systems check.

Category: Continuous Improvement

Research Cited: The Baldrige Criteria are a model for continuous improvement and performance excellence.

Activity - Leadership Teams PLC Systems Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Office of Teaching and Learning will provide follow-up trainings, resources, and support to move schools toward PLC/shared leadership improvement goals. Schools: All Schools	Other - Continuous Improvement	12/01/2016	12/01/2017	\$20000	Other	Office of Teaching and Learning

Activity - Plan-Do-Study-Act Training and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OTL will train and coach school leadership teams on the implementation of Plan-Do-Study-Act (PDSA) and other quality tools and protocols to ensure that all schools have focused, intentional PLCs. Schools: All Schools	Professional Learning	12/01/2016	12/01/2017	\$0	Other	Office of Teaching and Learning

Strategy 2:

Student Growth - In addition to monitoring proficiency/mastery rates, it is also imperative to monitor individual student growth and progress. Mastery measurement informs teachers whether or not a student has learned the particular skills covered in a unit or course, but not whether the student is learning at a pace that will allow him or her to meet annual learning goals and/or to make progress in identified areas of need. Attention to student growth provides an individualized look at student learning that allows teachers and schools to personalize interventions, enrichments, and core instruction activities based on student needs.

Category: Continuous Improvement

Research Cited: KDE Novice Reduction: <http://education.ky.gov/school/stratclsgap/Pages/default.aspx>

Activity - Student Growth Analysis Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Office of Teaching and Learning will schedule mid-year student growth analysis conferences with each school's administrative team to review progress data on each student. The purpose of the conferences will be to identify students at the various performance levels with a particular focus on novice students, to review the effectiveness of current school practices to promote high levels of student growth, and identify high-impact school practices to maximize student growth. The conference discussions will be used to inform school-based PLC work.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>01/03/2017</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Chief Academic Officer, Director of Elementary Schools, Director of Secondary Schools</p>
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Goal 4: 2016-2018 CCR: JCS will increase the percentage of students identified as life-ready for college and/or careers.

Measurable Objective 1:

collaborate to increase the percentage of students meeting college and/or career ready benchmarks from 65.1% to 73.6% by 05/31/2018 as measured by state-defined college and career ready measures.

Strategy 1:

Life-Readiness Initiatives - Life-readiness for all students is a main goal of the district strategic vision, with a focus on successful "diploma to paycheck" transitions. This goal requires the development of intentional district-wide processes and systems to personalize student pathways to graduation and post-secondary goals, and to remove barriers to achieving college and career readiness. Master scheduling, career counseling, and career pathway and work-based learning opportunities are critical process-development areas to ensure students graduate life-ready.

Category: Career Readiness Pathways

Research Cited: National ESSA reform; National Research Center for Career and Technical Education

Activity - District Master Scheduling Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As referenced in the district's 30-60-90 day plan, the district will convene a master scheduling committee with the goal of designing master schedules that support career pathway completion in students' preferred pathway area(s). The committee will work through the P-D-S-A process to develop a master scheduling action plan and timeline.</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>11/01/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Chief Academic Officer; Director of Secondary Schools</p>

Activity - ILPs/Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As referenced in the district's 30-60-90 day plan, the district will work with middle and high schools to develop a systematic process for early completion of 8th grade ILPs and using those results to deliver career-pathway guidance through Operation Preparation as part of the high school scheduling process. Schools: All Schools	Career Preparation/Orientation	10/01/2016	01/31/2017	\$0	No Funding Required	Chief Academic Officer; Curriculum Resource Administrator at JCTC; High School Lead Counselors
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Strategy 2:

Revising Instructional Expectations and Standards - District and JCTC administration and CTE teachers will revise instructional expectations and standards, ensuring that all existing pathways address and measure employability and occupational skills.

Category: Career Readiness Pathways

Research Cited: High School Restructuring and Vocational Reform, Judith Little

Activity - Pathway HUB Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest. Schools: The Providence School, Jessamine Career and Technology Center, West Jessamine High School, East Jessamine High School	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	No Funding Required	Chief Academic Officer & Director of Secondary Schools

Activity - Renovation of CTE Facilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs. Schools: The Providence School, Jessamine Career and Technology Center, West Jessamine High School, East Jessamine High School	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Other	Chief of Operations & Deputy Superintendent

Activity - Building Real-World Pathway-Based Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will work with JCTC to identify and build real-world, pathway-based opportunities in every pathway, starting with Advanced Manufacturing, Culinary Arts, Business and Child Development. Schools: All Schools	Career Preparation/Orientation	12/01/2016	06/30/2017	\$50000	General Fund	Director of Secondary Schools, JCTC Principal & Deputy Superintendent

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Activity - Building Pathway Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with JCTC and all elementary and middle schools to design a communication system to build awareness in and exploration of all pathways. Schools: All Schools	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	General Fund	Chief Academic Officer & Deputy Superintendent

Strategy 3:

Development of Work-Based Learning Opportunities - District leadership will collaborate with JCTC and community businesses to create meaningful work-based learning opportunities for all students, starting with Advance Manufacturing, Culinary Arts, Business and Child Development.

Category: Career Readiness Pathways

Research Cited: High School Restructuring and Vocational Reform: Judith Little

Activity - Work Ready Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with the community stakeholders to become a Work Ready Community. Schools: All Schools	Career Preparation/Orientation	11/01/2016	04/28/2017	\$5000	General Fund	Adult Education Coordinator & Deputy Superintendent

Activity - Coordination of Work-Based Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses. Schools: The Providence School, Jessamine Career and Technology Center, West Jessamine High School, East Jessamine High School	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	No Funding Required	Deputy Superintendent & JCTC Principal

Activity - Work-Ready Seal for Diplomas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas. Schools: The Providence School, Jessamine Career and Technology Center, West Jessamine High School, East Jessamine High School	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	No Funding Required	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent

Goal 5: 2016-2018 GRADUATION RATE: JCS will increase the average 4-year and 5-year cohort graduation rate.

Measurable Objective 1:

improve graduation rate of Jessamine County students from 91.5% to 92.2% by 05/31/2018 as measured by 4-year cohort graduation rates.

Strategy 1:

Monitoring Progress toward Graduation - In an effort to ensure that students graduate with their cohort, the district will develop systematic processes to proactively monitor each student's progress toward graduation. Individualized graduation plans, regular transcript analysis, monitoring failures, and providing credit-recovery and intervention supports are critical process-development areas to ensure students graduate on time while meeting rigorous graduation requirements.

Category: Persistence to Graduation

Research Cited: The College Board; Persistence to Graduation

Activity - Student Graduation Analysis Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Office of Teaching and Learning will schedule mid-year student graduation analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 4th year student/senior. The purpose of the conferences will be to identify a list of 4th year students who are not on track to graduating with their cohort and begin development of individual graduation action plans for each student. The conference discussions will be used to inform school-based PLC work. Schools: All Schools	Academic Support Program	11/15/2016	01/31/2017	\$0	No Funding Required	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer

Activity - Transcript Analysis Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Office of Teaching and Learning will schedule mid-year student transcript analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 3rd year/junior student. The purpose of the conferences will be to identify a list of 3rd year students who are not on track to graduating with their cohort and begin development of individual credit recovery plans for each student. The conference discussions will be used to inform school-based PLC work. Schools: All Schools	Academic Support Program	01/03/2017	03/31/2017	\$0	No Funding Required	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer

Strategy 2:

Individualized Graduation Support Systems - Implement a plan for individualized supports for students needing additional assistance completing graduation requirements where teachers, school leaders and district-level leaders identify students and customize their instructional opportunities.

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Category: Persistence to Graduation

Research Cited: Promising Practices for Promoting High School Graduation: Promising Practice Network Briefs

Activity - Focus and Finish Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus and Finish Program - Implement a district-wide Focus and Finish Program where students at-risk of dropping out of school or students who have dropped out of school will be encouraged to participate in this intervention program designed to accelerate their credit recovery. Schools: West Jessamine High School	Academic Support Program	12/02/2016	01/30/2018	\$50000	General Fund	Deputy Superintendent and West High Principal
Activity - Name and Claim Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Name and Claim Monitoring - District administration will monitor credits, attendance, discipline and drop-out data and develop 'just-in-time' supports for all students at-risk of not graduating in four years. Schools: The Providence School, West Jessamine High School, East Jessamine High School	Academic Support Program, Other - Attendance Support , Behavioral Support Program	12/02/2016	06/30/2017	\$0	No Funding Required	Director of Student Services, Chief Academic Officer & Deputy Superintendent
Activity - Increase Participation in Extra-Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 including: student spirit clubs, band, wrestling, walking clubs, trap shooting, football, chorus and school play participation. Schools: All Schools	Extra Curricular	12/02/2016	12/30/2017	\$5000	General Fund	Athletic Directors, Performing Arts Directors & Deputy Superintendent

Goal 6: 2016-2018 PARENT INVOLVEMENT: JCS will increase the percentage of parents and families engaged in academically related school activities.

Measurable Objective 1:

collaborate to increase opportunities for family engagement through outreach initiatives and improved communication by 05/31/2018 as measured by attendance at events and survey data.

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Strategy 1:

Parent Involvement Events - JCS as a unit as well as individual schools will offer events geared towards parent involvement and educating parents on important topics.

Category: Stakeholder Engagement

Activity - I Am Someone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.</p> <p>Schools: The Providence School, East Jessamine Middle School, Jessamine Career and Technology Center, West Jessamine Middle School, West Jessamine High School, East Jessamine High School</p>	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	Other	OTL

Activity - Family Engagement Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.</p> <p>Schools: The Providence School, Rosenwald Dunbar Elementary School, East Jessamine Middle School, Brookside Elementary School, Hattie C. Warner Elementary School, Red Oak Elementary School, Wilmore Elementary School, Jessamine Early Learning Village, Nicholasville Elementary School, West Jessamine Middle School</p>	Professional Learning	10/05/2016	05/31/2017	\$0	No Funding Required	Directors of Elementary and Secondary Schools

Strategy 2:

Communication - Electronic means will be used to offer relevant information to parents in a timely manner.

Category: Stakeholder Engagement

Activity - Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Websites of the schools and the district will be kept up to date. The calendars on the website will contain pertinent building level and district wide events. The News & Announcements area of the website will be utilized for more detailed information.</p> <p>Schools: All Schools</p>	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	No Funding Required	Director of Technology overseeing the web masters at each school

Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The JCS social media accounts (Specifically Facebook and Twitter) will continue to be utilized in order to provide information to parents in an easily accessible fashion. Schools: All Schools	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	No Funding Required	Director of Technology
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Goal 7: 2016-2018 PIPE: JCS will have clearly articulated and implemented systems using the Baldrige framework.

Measurable Objective 1:

collaborate to develop systems models through the Process Improvement for Performance Excellence (PIPE) grant by 05/31/2018 as measured by grant expectations and requirements.

Strategy 1:

Improve teacher classroom attendance - This work will be carried out through the implementation of the PIPE grant.

Category: Management Systems

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$0	No Funding Required	District Leadership

Activity - Measurment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline data will be collected to help define process work to be completed. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District Leadership Project Team

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data to determine the the problem(s) to be addressed. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

Activity - Improvement Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teams will begin process of identifying solutions and plans for improvement implementation are identified. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team
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Activity - Implementation Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

Strategy 2:

Improve our teacher recruitment and retention process. - This work will be carried out through the implementation of the PIPE grant.

Category: Human Capital Management

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$0	No Funding Required	District leadership

Activity - Measurement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline data will be collected to help define process work to be completed. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data to determine the the problem(s) to be addressed. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

Activity - Improvement Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

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Activity - Implementation Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district. Schools: All Schools	Policy and Process	12/05/2016	06/30/2017	\$1000	District Funding	District leadership Project team

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
Leadership Teams PLC Systems Checks	The Office of Teaching and Learning will provide follow-up trainings, resources, and support to move schools toward PLC/shared leadership improvement goals.	Other - Continuous Improvement	12/01/2016	12/01/2017	\$20000	Office of Teaching and Learning
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Increasing Student use of Technology	Train teachers and students (beginning with grades 3-5) to promote student access to technology. DoSE, CAO and Director of Technology will work together to identify possible funding sources to maximize available hardware for student use. Detailed plan for training of teachers and students, including keyboarding and programmatic training, will be outlined in strategic plan.	Academic Support Program, Technology, Professional Learning	08/10/2016	06/01/2018	\$5000	DoSE, CAO, Director of Technology
Plan-Do-Study-Act Training and Coaching	OTL will train and coach school leadership teams on the implementation of Plan-Do-Study-Act (PDSA) and other quality tools and protocols to ensure that all schools have focused, intentional PLCs.	Professional Learning	12/01/2016	12/01/2017	\$0	Office of Teaching and Learning
Renovation of CTE Facilities	The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Chief of Operations & Deputy Superintendent
Total					\$2626000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Work with Grant Leadership to develop plan for meeting the PIPE grant goal	PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees.	Policy and Process	12/05/2016	06/30/2017	\$0	District leadership

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Social Media	The JCS social media accounts (Specifically Facebook and Twitter) will continue to be utilized in order to provide information to parents in an easily accessible fashion.	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	Director of Technology
Name and Claim Monitoring	Name and Claim Monitoring - District administration will monitor credits, attendance, discipline and drop-out data and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program, Other - Attendance Support , Behavioral Support Program	12/02/2016	06/30/2017	\$0	Director of Student Services, Chief Academic Officer & Deputy Superintendent
5X5 Partnered Walkthroughs	OTL staff will partner with principals, assistant principals and curriculum resource administrators to complete walkthrough (minimum of 5 classrooms, 5 minutes each) in each school with debriefing for the school administrative team as outlined in 30-60-90 plan.	Professional Learning	09/01/2016	05/31/2017	\$0	Chief Academic Officer
Work with Grant Leadership to develop plan for meeting the PIPE grant goal	PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance.	Policy and Process	12/05/2016	06/30/2017	\$0	District Leadership
ILPs/Operation Preparation	As referenced in the district's 30-60-90 day plan, the district will work with middle and high schools to develop a systematic process for early completion of 8th grade ILPs and using those results to deliver career-pathway guidance through Operation Preparation as part of the high school scheduling process.	Career Preparation/Orientation	10/01/2016	01/31/2017	\$0	Chief Academic Officer; Curriculum Resource Administrator at JCTC; High School Lead Counselors
Responsive Curriculum Development	Work together with Office of Teaching and Learning to begin development of a plan to embed strategies for students with disabilities into unit design, to include Universal Design for Learning and technology integration.	Academic Support Program, Technology	07/03/2017	06/01/2018	\$0	DoSE and CAO
District Learning Walks	Using the protocol established in "Instructional Rounds in Education" all CRAs and rotating principals and assistant principals will complete learning walks at each school to examine a problem of practice or a promising practice within that school.	Professional Learning	09/01/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Pathway HUB Structure	The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	Chief Academic Officer & Director of Secondary Schools

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Website	Websites of the schools and the district will be kept up to date. The calendars on the website will contain pertinent building level and district wide events. The News & Announcements area of the website will be utilized for more detailed information.	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	Director of Technology overseeing the web masters at each school
Transcript Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student transcript analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 3rd year/junior student. The purpose of the conferences will be to identify a list of 3rd year students who are not on track to graduating with their cohort and begin development of individual credit recovery plans for each student. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	01/03/2017	03/31/2017	\$0	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer
System Development and Implementation	Analysis and development of Key Core Work Process areas of Design and Deploy Standards and Design and Deliver Assessment Literacy as outlined in the 30-60-90 plan	Policy and Process	11/03/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Work-Ready Seal for Diplomas	District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent
Student Graduation Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student graduation analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 4th year student/senior. The purpose of the conferences will be to identify a list of 4th year students who are not on track to graduating with their cohort and begin development of individual graduation action plans for each student. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	11/15/2016	01/31/2017	\$0	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer
Coordination of Work-Based Learning Opportunities	The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	Deputy Superintendent & JCTC Principal
District Master Scheduling Committee	As referenced in the district's 30-60-90 day plan, the district will convene a master scheduling committee with the goal of designing master schedules that support career pathway completion in students' preferred pathway area(s). The committee will work through the P-D-S-A process to develop a master scheduling action plan and timeline.	Policy and Process	11/01/2016	05/31/2017	\$0	Chief Academic Officer; Director of Secondary Schools

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Student Growth Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student growth analysis conferences with each school's administrative team to review progress data on each student. The purpose of the conferences will be to identify students at the various performance levels with a particular focus on novice students, to review the effectiveness of current school practices to promote high levels of student growth, and identify high-impact school practices to maximize student growth. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	01/03/2017	05/31/2017	\$0	Chief Academic Officer, Director of Elementary Schools, Director of Secondary Schools
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increasing Student Self-Advocacy	Begin exploring strategies to increase student self-advocacy at all grade levels, including introducing the concept of self-directed IEPs. Committee will work to develop guidance document to assist teachers in the development of more explicit plans for fading of accommodations (when appropriate.) Provide training to teachers (special ed and general ed) and parents on strategies for fading accommodations.	Academic Support Program	11/01/2016	06/01/2018	\$1000	DoSE and Assistant DoSE
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Analysis	Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Improvement Work	Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Improvement Work	Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Measurement	Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District Leadership Project Team

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Problem Analysis	Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Implementation Work	Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Implementation Work	Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Measurement	Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Total					\$8000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Real-World Pathway-Based Opportunities	The district will work with JCTC to identify and build real-world, pathway-based opportunities in every pathway, starting with Advanced Manufacturing, Culinary Arts, Business and Child Development.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$50000	Director of Secondary Schools, JCTC Principal & Deputy Superintendent
Building Pathway Awareness	The district leadership will work with JCTC and all elementary and middle schools to design a communication system to build awareness in and exploration of all pathways.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	Chief Academic Officer & Deputy Superintendent
Focus and Finish Program	Focus and Finish Program - Implement a district-wide Focus and Finish Program where students at-risk of dropping out of school or students who have dropped out of school will be encouraged to participate in this intervention program designed to accelerate their credit recovery.	Academic Support Program	12/02/2016	01/30/2018	\$50000	Deputy Superintendent and West High Principal
Work Ready Community	The district leadership will work with the community stakeholders to become a Work Ready Community.	Career Preparation/Orientation	11/01/2016	04/28/2017	\$5000	Adult Education Coordinator & Deputy Superintendent

Comprehensive District Improvement Plan

Jessamine County

Increase Participation in Extra-Curricular Activities	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 including: student spirit clubs, band, wrestling, walking clubs, trap shooting, football, chorus and school play participation.	Extra Curricular	12/02/2016	12/30/2017	\$5000	Athletic Directors, Performing Arts Directors & Deputy Superintendent
Total					\$111000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training and Implementation	The Office of Teaching and Learning will deliver monthly training to school administrators and school-based teacher leaders in academic vocabulary instruction. 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 consistent delivery of training across all schools in the district. Teacher leaders, in conjunction with CRAs and principals, shall work together to design a plan for delivering, implementing, and monitoring the use of academic vocabulary instruction in all classrooms in their school/departments. Administrators share updates on training progress with the School Directors. The Office of Teaching and Learning will monitor the implementation of vocabulary instruction through scheduled 5x5 visits and Learning Walks.	Professional Learning	08/01/2016	05/31/2017	\$10000	Office of Teaching and Learning
Total					\$10000	

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
Website	Websites of the schools and the district will be kept up to date. The calendars on the website will contain pertinent building level and district wide events. The News & Announcements area of the website will be utilized for more detailed information.	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	Director of Technology overseeing the web masters at each school
Leadership Teams PLC Systems Checks	The Office of Teaching and Learning will provide follow-up trainings, resources, and support to move schools toward PLC/shared leadership improvement goals.	Other - Continuous Improvement	12/01/2016	12/01/2017	\$20000	Office of Teaching and Learning
Social Media	The JCS social media accounts (Specifically Facebook and Twitter) will continue to be utilized in order to provide information to parents in an easily accessible fashion.	Parent Involvement, Community Engagement	01/01/2017	06/30/2018	\$0	Director of Technology
Plan-Do-Study-Act Training and Coaching	OTL will train and coach school leadership teams on the implementation of Plan-Do-Study-Act (PDSA) and other quality tools and protocols to ensure that all schools have focused, intentional PLCs.	Professional Learning	12/01/2016	12/01/2017	\$0	Office of Teaching and Learning
Student Growth Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student growth analysis conferences with each school's administrative team to review progress data on each student. The purpose of the conferences will be to identify students at the various performance levels with a particular focus on novice students, to review the effectiveness of current school practices to promote high levels of student growth, and identify high-impact school practices to maximize student growth. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	01/03/2017	05/31/2017	\$0	Chief Academic Officer, Director of Elementary Schools, Director of Secondary Schools
District Master Scheduling Committee	As referenced in the district's 30-60-90 day plan, the district will convene a master scheduling committee with the goal of designing master schedules that support career pathway completion in students' preferred pathway area(s). The committee will work through the P-D-S-A process to develop a master scheduling action plan and timeline.	Policy and Process	11/01/2016	05/31/2017	\$0	Chief Academic Officer; Director of Secondary Schools

Comprehensive District Improvement Plan

Jessamine County

ILPs/Operation Preparation	As referenced in the district's 30-60-90 day plan, the district will work with middle and high schools to develop a systematic process for early completion of 8th grade ILPs and using those results to deliver career-pathway guidance through Operation Preparation as part of the high school scheduling process.	Career Preparation/Orientation	10/01/2016	01/31/2017	\$0	Chief Academic Officer; Curriculum Resource Administrator at JCTC; High School Lead Counselors
Student Graduation Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student graduation analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 4th year student/senior. The purpose of the conferences will be to identify a list of 4th year students who are not on track to graduating with their cohort and begin development of individual graduation action plans for each student. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	11/15/2016	01/31/2017	\$0	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer
Transcript Analysis Conferences	The Office of Teaching and Learning will schedule mid-year student transcript analysis conferences with each high school's administrative team to review on-time progress toward graduation for each 3rd year/junior student. The purpose of the conferences will be to identify a list of 3rd year students who are not on track to graduating with their cohort and begin development of individual credit recovery plans for each student. The conference discussions will be used to inform school-based PLC work.	Academic Support Program	01/03/2017	03/31/2017	\$0	Deputy Superintendent; Dropout Prevention Coordinator; Chief Academic Officer
Increasing Student use of Technology	Train teachers and students (beginning with grades 3-5) to promote student access to technology. DoSE, CAO and Director of Technology will work together to identify possible funding sources to maximize available hardware for student use. Detailed plan for training of teachers and students, including keyboarding and programmatic training, will be outlined in strategic plan.	Academic Support Program, Technology, Professional Learning	08/10/2016	06/01/2018	\$5000	DoSE, CAO, Director of Technology
Increasing Student Self-Advocacy	Begin exploring strategies to increase student self-advocacy at all grade levels, including introducing the concept of self-directed IEPs. Committee will work to develop guidance document to assist teachers in the development of more explicit plans for fading of accommodations (when appropriate.) Provide training to teachers (special ed and general ed) and parents on strategies for fading accommodations.	Academic Support Program	11/01/2016	06/01/2018	\$1000	DoSE and Assistant DoSE
Responsive Curriculum Development	Work together with Office of Teaching and Learning to begin development of a plan to embed strategies for students with disabilities into unit design, to include Universal Design for Learning and technology integration.	Academic Support Program, Technology	07/03/2017	06/01/2018	\$0	DoSE and CAO
Work with Grant Leadership to develop plan for meeting the PIPE grant goal	PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance.	Policy and Process	12/05/2016	06/30/2017	\$0	District Leadership

Comprehensive District Improvement Plan

Jessamine County

Measurement	Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District Leadership Project Team
Problem Analysis	Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Improvement Work	Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Implementation Work	Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Work with Grant Leadership to develop plan for meeting the PIPE grant goal	PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees.	Policy and Process	12/05/2016	06/30/2017	\$0	District leadership
Measurement	Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Problem Analysis	Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Improvement Work	Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Implementation Work	Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000	District leadership Project team
Building Real-World Pathway-Based Opportunities	The district will work with JCTC to identify and build real-world, pathway-based opportunities in every pathway, starting with Advanced Manufacturing, Culinary Arts, Business and Child Development.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$50000	Director of Secondary Schools, JCTC Principal & Deputy Superintendent
Building Pathway Awareness	The district leadership will work with JCTC and all elementary and middle schools to design a communication system to build awareness in and exploration of all pathways.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	Chief Academic Officer & Deputy Superintendent
Work Ready Community	The district leadership will work with the community stakeholders to become a Work Ready Community.	Career Preparation/Orientation	11/01/2016	04/28/2017	\$5000	Adult Education Coordinator & Deputy Superintendent

Comprehensive District Improvement Plan

Jessamine County

Increase Participation in Extra-Curricular Activities	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 including: student spirit clubs, band, wrestling, walking clubs, trap shooting, football, chorus and school play participation.	Extra Curricular	12/02/2016	12/30/2017	\$5000	Athletic Directors, Performing Arts Directors & Deputy Superintendent
System Development and Implementation	Analysis and development of Key Core Work Process areas of Design and Deploy Standards and Design and Deliver Assessment Literacy as outlined in the 30-60-90 plan	Policy and Process	11/03/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
District Learning Walks	Using the protocol established in "Instructional Rounds in Education" all CRAs and rotating principals and assistant principals will complete learning walks at each school to examine a problem of practice or a promising practice within that school.	Professional Learning	09/01/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
5X5 Partnered Walkthroughs	OTL staff will partner with principals, assistant principals and curriculum resource administrators to complete walkthrough (minimum of 5 classrooms, 5 minutes each) in each school with debriefing for the school administrative team as outlined in 30-60-90 plan.	Professional Learning	09/01/2016	05/31/2017	\$0	Chief Academic Officer
Training and Implementation	The Office of Teaching and Learning will deliver monthly training to school administrators and school-based teacher leaders in academic vocabulary instruction. 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 consistent delivery of training across all schools in the district. Teacher leaders, in conjunction with CRAs and principals, shall work together to design a plan for delivering, implementing, and monitoring the use of academic vocabulary instruction in all classrooms in their school/departments. Administrators share updates on training progress with the School Directors. The Office of Teaching and Learning will monitor the implementation of vocabulary instruction through scheduled 5x5 visits and Learning Walks.	Professional Learning	08/01/2016	05/31/2017	\$10000	Office of Teaching and Learning
Total					\$105000	

Wilmore Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools

Comprehensive District Improvement Plan

Jessamine County

Total

West Jessamine Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$1000	

West Jessamine High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Pathway HUB Structure	The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	Chief Academic Officer & Director of Secondary Schools
Renovation of CTE Facilities	The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Chief of Operations & Deputy Superintendent
Coordination of Work-Based Learning Opportunities	The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	Deputy Superintendent & JCTC Principal

Comprehensive District Improvement Plan

Jessamine County

Work-Ready Seal for Diplomas	District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent
Focus and Finish Program	Focus and Finish Program - Implement a district-wide Focus and Finish Program where students at-risk of dropping out of school or students who have dropped out of school will be encouraged to participate in this intervention program designed to accelerate their credit recovery.	Academic Support Program	12/02/2016	01/30/2018	\$50000	Deputy Superintendent and West High Principal
Name and Claim Monitoring	Name and Claim Monitoring - District administration will monitor credits, attendance, discipline and drop-out data and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program, Other - Attendance Support, Behavioral Support Program	12/02/2016	06/30/2017	\$0	Director of Student Services, Chief Academic Officer & Deputy Superintendent
Total					\$2651000	

The Providence School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Pathway HUB Structure	The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	Chief Academic Officer & Director of Secondary Schools
Renovation of CTE Facilities	The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Chief of Operations & Deputy Superintendent
Coordination of Work-Based Learning Opportunities	The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	Deputy Superintendent & JCTC Principal

Comprehensive District Improvement Plan

Jessamine County

Work-Ready Seal for Diplomas	District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent
Name and Claim Monitoring	Name and Claim Monitoring - District administration will monitor credits, attendance, discipline and drop-out data and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program, Other - Attendance Support, Behavioral Support Program	12/02/2016	06/30/2017	\$0	Director of Student Services, Chief Academic Officer & Deputy Superintendent
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$2601000	

Rosenwald Dunbar Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

Red Oak Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

Comprehensive District Improvement Plan

Jessamine County

Nicholasville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

Jessamine Early Learning Village

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

Jessamine Career and Technology Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Pathway HUB Structure	The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	Chief Academic Officer & Director of Secondary Schools
Renovation of CTE Facilities	The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Chief of Operations & Deputy Superintendent
Coordination of Work-Based Learning Opportunities	The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	Deputy Superintendent & JCTC Principal

Comprehensive District Improvement Plan

Jessamine County

Work-Ready Seal for Diplomas	District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent
Total					\$2601000	

Hattie C. Warner Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$0	

East Jessamine Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools
Total					\$1000	

East Jessamine High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Jessamine County

I Am Someone	JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Technology, Parent Involvement	01/01/2017	06/30/2018	\$1000	OTL
Pathway HUB Structure	The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/Orientation	01/16/2017	06/30/2018	\$0	Chief Academic Officer & Director of Secondary Schools
Renovation of CTE Facilities	The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/Orientation	01/16/2017	06/30/2017	\$2600000	Chief of Operations & Deputy Superintendent
Coordination of Work-Based Learning Opportunities	The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$0	Deputy Superintendent & JCTC Principal
Work-Ready Seal for Diplomas	District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/Orientation	12/01/2016	01/31/2018	\$0	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent
Name and Claim Monitoring	Name and Claim Monitoring - District administration will monitor credits, attendance, discipline and drop-out data and develop 'just-in-time' supports for all students at-risk of not graduating in four years.	Academic Support Program, Other - Attendance Support, Behavioral Support Program	12/02/2016	06/30/2017	\$0	Director of Student Services, Chief Academic Officer & Deputy Superintendent
Total					\$2601000	

Brookside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Training	All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0	Directors of Elementary and Secondary Schools

Comprehensive District Improvement Plan

Jessamine County

Total

\$0

Phase II - 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	To access the CDIP, go to Jessamine County's main website at http://www.jessamine.kyschools.us/ , click on the "About JCS" link and select "Comprehensive District Improvement Plan" from the dropdown menu. To access school CSIPs, go to the school's main website, click on the "About <school>" link and select "Comprehensive School Improvement Plan" from the dropdown menu.	

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		

Comprehensive District Improvement Plan

Jessamine County

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 compiled 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		

Comprehensive District Improvement Plan

Jessamine County

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		

Comprehensive District Improvement Plan

Jessamine County

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		

Comprehensive District Improvement Plan

Jessamine County

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		

Comprehensive District Improvement Plan

Jessamine County

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

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		

Phase II - 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:

2016-2018 CCR: JCS will increase the percentage of students identified as life-ready for college and/or careers.

Measurable Objective 1:

collaborate to increase the percentage of students meeting college and/or career ready benchmarks from 65.1% to 73.6% by 05/31/2018 as measured by state-defined college and career ready measures.

Strategy1:

Revising Instructional Expectations and Standards - District and JCTC administration and CTE teachers will revise instructional expectations and standards, ensuring that all existing pathways address and measure employability and occupational skills.

Category: Career Readiness Pathways

Research Cited: High School Restructuring and Vocational Reform, Judith Little

Activity - Building Pathway Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with JCTC and all elementary and middle schools to design a communication system to build awareness in and exploration of all pathways.	Career Preparation/ Orientation	12/01/2016	06/30/2017	\$1000 - General Fund	Chief Academic Officer & Deputy Superintendent

Activity - Pathway HUB Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop and implement a pathway HUB concept (modified academy structure), creating the structure necessary to allow all students to participate in desired pathways, focused on areas of interest.	Career Preparation/ Orientation	01/16/2017	06/30/2018	\$0 - No Funding Required	Chief Academic Officer & Director of Secondary Schools

Activity - Building Real-World Pathway-Based Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will work with JCTC to identify and build real-world, pathway-based opportunities in every pathway, starting with Advanced Manufacturing, Culinary Arts, Business and Child Development.	Career Preparation/ Orientation	12/01/2016	06/30/2017	\$50000 - General Fund	Director of Secondary Schools, JCTC Principal & Deputy Superintendent

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Activity - Renovation of CTE Facilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will make recommendations to the Local Facilities Plan Committee to address various renovations to facilities housing CTE programs.	Career Preparation/ Orientation	01/16/2017	06/30/2017	\$2600000 - Other	Chief of Operations & Deputy Superintendent

Strategy2:

Life-Readiness Initiatives - Life-readiness for all students is a main goal of the district strategic vision, with a focus on successful "diploma to paycheck" transitions. This goal requires the development of intentional district-wide processes and systems to personalize student pathways to graduation and post-secondary goals, and to remove barriers to achieving college and career readiness. Master scheduling, career counseling, and career pathway and work-based learning opportunities are critical process-development areas to ensure students graduate life-ready.

Category: Career Readiness Pathways

Research Cited: National ESSA reform; National Research Center for Career and Technical Education

Activity - ILPs/Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As referenced in the district's 30-60-90 day plan, the district will work with middle and high schools to develop a systematic process for early completion of 8th grade ILPs and using those results to deliver career-pathway guidance through Operation Preparation as part of the high school scheduling process.	Career Preparation/ Orientation	10/01/2016	01/31/2017	\$0 - No Funding Required	Chief Academic Officer; Curriculum Resource Administrator at JCTC; High School Lead Counselors

Activity - District Master Scheduling Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As referenced in the district's 30-60-90 day plan, the district will convene a master scheduling committee with the goal of designing master schedules that support career pathway completion in students' preferred pathway area(s). The committee will work through the P-D-S-A process to develop a master scheduling action plan and timeline.	Policy and Process	11/01/2016	05/31/2017	\$0 - No Funding Required	Chief Academic Officer; Director of Secondary Schools

Strategy3:

Development of Work-Based Learning Opportunities - District leadership will collaborate with JCTC and community businesses to create meaningful work-based learning opportunities for all students, starting with Advance Manufacturing, Culinary Arts, Business and Child Development.

Category: Career Readiness Pathways

Research Cited: High School Restructuring and Vocational Reform: Judith Little

Activity - Work-Ready Seal for Diplomas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leaders will develop policies, procedures, instructional practices and standards for earning a work-ready seal for graduation diplomas.	Career Preparation/ Orientation	12/01/2016	01/31/2018	\$0 - No Funding Required	Chief Academic Officer, Chief Operations Officer, Deputy Superintendent

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Activity - Coordination of Work-Based Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and JCTC administration and CTE teachers will coordinate with various local businesses, meaningful work-based learning opportunities for juniors and seniors completing final pathway courses.	Career Preparation/ Orientation	12/01/2016	06/30/2017	\$0 - No Funding Required	Deputy Superintendent & JCTC Principal

Activity - Work Ready Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with the community stakeholders to become a Work Ready Community.	Career Preparation/ Orientation	11/01/2016	04/28/2017	\$5000 - General Fund	Adult Education Coordinator & Deputy Superintendent

Goal 2:

2016-2018 PIPE: JCS will have clearly articulated and implemented systems using the Baldrige framework.

Measurable Objective 1:

collaborate to develop systems models through the Process Improvement for Performance Excellence (PIPE) grant by 05/31/2018 as measured by grant expectations and requirements.

Strategy1:

Improve teacher classroom attendance - This work will be carried out through the implementation of the PIPE grant.

Category: Management Systems

Research Cited:

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District Leadership

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District Leadership Project Team

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Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Strategy2:

Improve our teacher recruitment and retention process. - This work will be carried out through the implementation of the PIPE grant.

Category: Human Capital Management

Research Cited:

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District leadership

Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

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

Goal 1:

2016-2018 PARENT INVOLVEMENT: JCS will increase the percentage of parents and families engaged in academically related school activities.

Measurable Objective 1:

collaborate to increase opportunities for family engagement through outreach initiatives and improved communication by 05/31/2018 as measured by attendance at events and survey data.

Strategy1:

Communication - Electronic means will be used to offer relevant information to parents in a timely manner.

Category: Stakeholder Engagement

Research Cited:

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The JCS social media accounts (Specifically Facebook and Twitter) will continue to be utilized in order to provide information to parents in an easily accessible fashion.	Community Engagement Parent Involvement	01/01/2017	06/30/2018	\$0 - No Funding Required	Director of Technology

Activity - Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Websites of the schools and the district will be kept up to date. The calendars on the website will contain pertinent building level and district wide events. The News & Announcements area of the website will be utilized for more detailed information.	Parent Involvement Community Engagement	01/01/2017	06/30/2018	\$0 - No Funding Required	Director of Technology overseeing the web masters at each school

Strategy2:

Parent Involvement Events - JCS as a unit as well as individual schools will offer events geared towards parent involvement and educating parents on important topics.

Category: Stakeholder Engagement

Research Cited:

Activity - I Am Someone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCS will have at least one event for parents discussing their children and the use of technology. Officer Scott Harvey (Nicholasville Police Department) will speak to parents of middle school/high school students along with the students themselves about the importance of monitoring student technology usage.	Parent Involvement Technology	01/01/2017	06/30/2018	\$1000 - Other	OTL

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Activity - Family Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals and their parent involvement designee will receive training and information on best practice for family engagement based on US DOE materials and implement these best practices within their parent involvement plans.	Professional Learning	10/05/2016	05/31/2017	\$0 - No Funding Required	Directors of Elementary and Secondary Schools

Goal 2:

2016-2018 PIPE: JCS will have clearly articulated and implemented systems using the Baldrige framework.

Measurable Objective 1:

collaborate to develop systems models through the Process Improvement for Performance Excellence (PIPE) grant by 05/31/2018 as measured by grant expectations and requirements.

Strategy1:

Improve our teacher recruitment and retention process. - This work will be carried out through the implementation of the PIPE grant.

Category: Human Capital Management

Research Cited:

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of an improved process for recruitment and retention of employees.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District leadership

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

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Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Strategy2:

Improve teacher classroom attendance - This work will be carried out through the implementation of the PIPE grant.

Category: Management Systems

Research Cited:

Activity - Problem Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data to determine the the problem(s) to be addressed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Work with Grant Leadership to develop plan for meeting the PIPE grant goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PIPE Grant Leaders will meet with district leadership to determine steps required to meet the goal of improved teacher classroom attendance.	Policy and Process	12/05/2016	06/30/2017	\$0 - No Funding Required	District Leadership

Activity - Improvement Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will begin process of identifying solutions and plans for improvement implementation are identified.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Implementation Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plans will be developed to implement solutions and solutions will be deployed throughout the district.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District leadership Project team

Activity - Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be collected to help define process work to be completed.	Policy and Process	12/05/2016	06/30/2017	\$1000 - District Funding	District Leadership Project Team

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.

Jessamine County Schools is the only public school system in the community and we currently have around 8,200 students in preschool 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 School enrollment grows, on average, by 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 84%, with 6% African American, 6% Hispanic, and 1% Asian students making up the total. Approximately 55% of Jessamine County students are eligible for free/reduced lunch and approximately 14% are students with disabilities.

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 JCS Mission Statement: "Jessamine County Schools exists to motivate and challenge every child every day to be a caring, responsible citizen, and a high-level thinker, performer, communicator, and learner for life." In line with this mission, our vision is "Every student life-ready," to encompass our core beliefs about our purpose. Our motto is "Great by Choice!" to emphasize our belief that greatness is an intentional, focused process.

Jessamine County Schools conducted a strategic visioning process in 2014-2015, with community members and internal stakeholders providing input into this work. We identified 6 guiding practices that we must address at high levels in order to have every student life-ready upon graduation: Personalized Learning, Outstanding Personnel, Demonstrated Leadership, Integrated Technology and Arts Infusion, Customized Learning Options, and Exemplary Service and Communication. We are continuing to move this vision forward through a focus on strategic planning to improve our district's systems and processes.

Along with the mission statement, we have an agreed-upon set of instructional 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 with our 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 couple of years include:

- Proficient District since 2014 (based on KPREP Accountability System)
- Proficient/Progressing School District 2016 (based on KPREP Accountability System)
- International Alliance for Invitational Education Inviting School Award 2016 (Brookside, East Middle, Warner, West High)
- International Alliance for Invitational Education Fidelity Award 2015 (JELV, Red Oak, Wilmore)
- International Alliance for Invitational Education William Stafford Leadership Award 2016 presented to Superintendent Kathy Fields
- Positive Behavior Intervention and Supports Fidelity of Implementation Recognition 2016 (Nicholasville)
- Jessamine County Adult Education was #5 in Kentucky GED attainment in 2016
- Jessamine attendance rate reached an all-time high of 94.34% in 2015-2016
- West Jessamine High Girls' Soccer Team 2016 State Champions
- West Jessamine High Baseball Team 2015 State Champions
- 8 Energy Star Schools

While Jessamine County Schools is currently ranked as a Proficient/Progressing district with four Distinguished schools and two Proficient schools, 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. We are building systems and processes to ensure that high school students are connected to high interest and challenging courses and pathways that will prepare them to be life-ready when they graduate.

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. Our schools and district are implementing individualized strategic plans around Key Core Work Processes to continuously improve and strengthen our internal structures and processes that support continuous improvement.

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 with no positive adjustments to SEEK. Our SEEK funding has not increased, resulting in significant local contributions, reductions in staffing and no raises for our staff for the 2016-17 school year. Our general fund balance has been reduced significantly, which will likely result in additional adjustments to services and more contributions for our local community.