



JCPS 2022-23 Phase Three: Comprehensive District Improvement
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2022-23 Phase Three: Comprehensive District Improvement Plan

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2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Many of the strategies and activities that were in the previous CDIP are ongoing.

Many will be continued and/or extended in the current plan. Based on a review of the previous plan and additional data sources (e.g the KY Impact Survey, KSA 2022 data, and other data including district data [e.g. behavior and attendance]), the district will add several initiatives to address specific needs in the 2022-2023 plan. These include Read to Achieve at the three elementary schools, Deeper Learning with the SESC co-op, Blended Learning (a collaboration with KDE), and Active Implementation Science. The district is also working on CCEIS and PBIS.

ATTACHMENTS

Attachment Name



2022-2023 Technology Plan



JCPS 2022-2023 CDIP December 15, 2022

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition

readiness. Long-term targets should be informed by the Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 Technology Plan	Technology Plan	•
 JCPS 2022-2023 CDIP December 15, 2022	CDIP	•

Updated May 2022

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate
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Updated May 2022
Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

Updated May 2022
1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Curriculum Alignment	The district will continue to facilitate the implementation of a new Reading/ELA program HMH Into Reading (K-5) and Into Literature (6-12) and monitor implementation. This is Year 2 of implementation.	Student Achievement Data Usage Reports	Instructional Supervisor (Quarterly)	ESSER
		The district will coordinate and facilitate opportunities for teachers to participate in curriculum alignment meetings to ensure that there is alignment between the standards, learning targets, and assessment measures specifically in relation to the new ELA literacy programming (HMH). The district will continue to facilitate regular monitoring of the curriculum at the school and district level. The district will utilize lesson plans, common assessments, and curriculum mapping to monitor the implementation of the curriculum in order to implement programming with fidelity.	Student Achievement Data Curriculum Maps	Instructional Supervisor Once per Semester	NA
KCWP 3: Common Assessments		Teachers will continue to develop and administer common assessments across grade levels and content areas utilizing the core district reading program. Teacher teams will review assessments at the end of year 2 HMH implementation to verify that the assessments are rigorous and aligned	Student Achievement Data Common Assessments	Instructional Supervisor Once per Semester	NA

Updated May 2022

Goal 1 (State your reading and math goal.): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 1: KA	The district will continue to collaborate with the schools to implement diagnostic/benchmark testing in grades K-12 in reading (e.g. I-Ready, iXL, Reading Plus, STAR, HMH, and teacher developed assessments).	To the new standards. In addition, teachers will review the assessment design (multiple choice, short answer, written response, performance assessment). Teachers will revise current common (HMH) assessments if needed.	Student Achievement Data Usage Reports	Instructional Supervisor (3) times per year	Title I ESSER Save the Children
KCWP 2: PD	The district will facilitate the development of a process/protocol at the school and district level to review multiple sources of formative and summative data in order to make ongoing modifications to instruction relative to the data.	PLC Meeting Agendas	Instructional Supervisor Once per Semester	NA	NA
	The District Assessment Coordinator will coordinate activities with the Building Assessment Coordinators and Principals in order to communicate the purposes and requirements of the state's assessment and accountability system to all stakeholders. In addition, the DAC will provide technical assistance to the schools in the analysis of local and state assessment data as a means of informing instruction.	Student Achievement Data	District Assessment Coordinator (Quarterly)	NA	NA

Updated May 2022

Goal 1 (State your reading and math goal): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	opportunities for staff at the school level which focuses on the implementation of effective research-based literacy instruction for preschool-Grade 12.				
	The district will partner with the Kentucky Department to implement a Blended Learning model in collaboration with Marcia Kish.	Walkthroughs Lesson Plans	Principals District Technology Coordinator District Digital Learning Coach	NA (KDE Pilot)	
	The district will continue to provide technical assistance, professional development, and high quality instructional resources to teachers grades K-12 that are rigorous and aligned to the Kentucky Core Academic Standards.	PD Logs	Instructional Supervisor Once per Semester	NA	
	The district will continue to coordinate and facilitate opportunities for teachers to participate in professional learning opportunities that address differentiated instruction.	PD Logs	Instructional Supervisor Once per Semester	NA	
	The district will partner with the New Teacher Center and the South/East South/Central Co-op to implement the EIR Coaching Model at JCMS, JCHS, and McKee Elementary.	PD Logs	Instructional Supervisor Quarterly	NA	
	The district will partner with the South/East South/Central Co-op to implement the Deeper Learning	Student Achievement Data	Instructional Supervisor Monthly	Deeper Learning Regional Grant	

Updated May 2022

Goal 1 [State your reading and math goal]: By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Initiative District Wide. The district Deeper Learning focus is increasing student engagement through the use of high yield strategies specifically those identified by Hattie with high effect sizes.	Staff Reflection Survey Data		
Objective 2 By 2023, the district will increase the percentage of students who are proficient/distinguished in math to 56.5% (elementary), 38.5% (middle), and 31.3% (high) as measured by the Kentucky Summative Assessment (KSA)	KCWP 1: Curriculum Alignment	District Administrators who evaluate certified personnel will participate in job embedded PD focused on blended learning. District Administrators will participate in professional learning/book study. Administrators will also participate in training with Marcia Kish.	Meeting Agendas/Sign-ins	Instructional Supervisor Once per Semester	NA

Updated May 2022

Goal 1 (State your reading and math goal): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		level. The district will utilize lesson plans, common assessments, and curriculum mapping to monitor the implementation of the curriculum.			
KCWP 3: Common Assessments	Teachers will continue to develop and administer common assessments across grade levels and content areas. Teacher teams will review assessments prior to the beginning of the school year to verify that the assessments are rigorous and aligned to the new standards. In addition, teachers will review the assessment design (multiple choice, short answer, written response, performance assessment). Teachers will revise current common assessments as necessary specifically in regard to the new Savvas Math programming.	Student Achievement Data Usage Reports	Instructional Supervisor Once per Semester	NA	NA
	The district will continue to collaborate with the schools to implement diagnostic/benchmark testing in grades K-12 math	Student Achievement Data Usage Reports	Instructional Supervisor (3) times per year	ESSE Title I Section 6 KETS	

Updated May 2022

Goal 1 (State your reading and math goal): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(I-Ready, IXL, ALEKS, Savvas, Simple Solutions, and teacher developed assessments)				
	The district will facilitate the development of a process/protocol at the school and district level to review multiple sources of formative and summative data in order to make ongoing modifications to instruction relative to the data.	PLC Meeting Agendas	Instructional Supervisor Once per Semester	NA	
KCWP 3: PD	The District Assessment Coordinator will coordinate activities with the Building Assessment Coordinators and Principals in order to communicate the purposes and requirements of the state's assessment and accountability system to all stakeholders. In addition, the DAC will provide technical assistance to the schools in the analysis of state assessment data as a means of informing instruction.	Student Achievement Data	District Assessment Coordinator (Quarterly)	NA	
	The district will continue to provide technical assistance, professional development, and high quality instructional resources to teachers grades K-12 that are rigorous and aligned to the Kentucky Core Academic Standards.	PD Logs	Instructional Supervisor Once per Semester	NA	

Updated May 2022

Goal 1 (State your reading and math Goal.): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	The district will continue to facilitate and coordinate professional development learning opportunities for elementary and secondary math teachers, specifically those available through kystandards.org.	PD Logs	Instructional Supervisor Once per Semester	NA	
	The district will partner with the Kentucky Department to implement a Blended Learning model in collaboration with Marcia Kish.	Walkthroughs Lesson Plans	Principals District Technology Coordinator District Digital Learning Coach	NA (KDE Pilot)	
	The district will continue to coordinate and facilitate opportunities for teachers to participate in professional learning opportunities that address differentiated instruction.	PD Logs	Instructional Supervisor Quarterly	NA	
	The district will partner with the New Teacher Center and the South/East South/Central Co-op to implement the EIR Coaching Model at JCMS, JCHS, and Mcbee Elementary.	PD Logs	Instructional Supervisor Quarterly	NA	
	The district will partner with the South/East South/Central Co-op to implement the Deeper Learning Initiative District Wide. The district Deeper Learning focus is increasing student engagement through the use of high yield strategies	Student Achievement Data Staff Reflection Survey Data	Instructional Supervisor Monthly	Deeper Learning Regional Grant	

Updated May 2022

Goal 1 (State your reading and math goal): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Hattie with high effect sizes.	specifically those identified by Hattie with high effect sizes.			
	The district will partner with the South/East South/Central Co-op to implement Active Implementation Science. This will be a multi-year roll-out with an emphasis on effective implementation of key district initiatives, programs, and practices.	Student Achievement Data	Instructional Supervisor Monthly	NA	
Objective 3: Preschool	As a district, we will focus on the implementation of instructional strategies and procedures guided toward the goal of improving student performance and curriculum analysis to explore possible learning gaps within the preschool program.	District Administrators who evaluate certified personnel will participate in job embedded PD focused on (add a topic) District Administrators will participate in a book study.	Meeting Agendas/Sign-ins	Instructional Supervisor Once per Semester	NA

Updated May 2022

Goal 1 (State your reading and math goal): By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Bps. The preschool composite domain score has decreased in COGNITIVE/GENERAL KNOWLEDGE, from the previous year to 23.9%. The other area of most concern is SELF HELP, demonstrating the previous year score at 47.8% and the most recent available data indicating a 4.7% decline with a current score of 43.1.8%. This analysis demonstrates that we did not meet the state proficiency goal in these two domains, thereby indicating instructional gaps in the learning process.					

Updated May 2022
2: State Assessment Results in science, social studies and writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the district will increase the percentage of elementary students who are proficient/distinguished in science to 51.4%, the percentage of middle school students who are proficient/distinguished in science to 21%, and increase the percentage of high school students who are proficient/distinguished in science to 41.3% as measured by the Kentucky Summative Assessment (KSA).	KCWP 1/KCWP 2: Curriculum and Instruction	The district will facilitate and coordinate the review and selection of high quality instructional resources to support the implementation of a rigorous K-12 science program aligned to the Kentucky Academic Standards for Science Standards currently being reviewed for implementation in 2022-2023.	Student Achievement Data Usage Reports	Instructional Supervisor (Quarterly) Once per Semester	ESSER
		The district will continue to coordinate and facilitate opportunities for teachers to participate in curriculum alignment meetings to ensure that there is alignment between the standards, learning targets, and assessment measures specifically in relation to the science standards currently under revision for implementation in 2022-2023.	Student Achievement Data Curriculum Maps	Instructional Supervisor Once per Semester	NA
		The district will continue to provide technical assistance, professional development, and high quality instructional resources to teachers in grades K-12 that are rigorous and aligned to the Kentucky Core Academic Standards.	PD Logs	Instructional Supervisor Once per Semester	NA

Goal 2 (State your science, social studies, and writing goal.): By 2025, the district will increase the percentage of elementary students who are proficient distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Updated May 2022

Goal 2 (State your science, social studies, and writing goal): By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%; increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 2: Common Assessment	The district will continue to collaborate with the schools to implement diagnostic/benchmark testing in grades K-12 in science using teacher developed Benchmark Assessments in Science.	Student Achievement Data Usage Reports	Instructional Supervisor (3) times per year	NA	
KCWP 2: PD	The district will partner with the Kentucky Department to implement a Blended Learning model in collaboration with Marcia Kish. The district will partner with the South/East South/Central Co-op to implement the Deeper Learning Initiative District Wide. The district Deeper Learning focus is increasing student engagement through the use of high yield strategies specifically those identified by Hattie with high effect sizes.	Walkthroughs Lesson Plans	Principals District Technology Coordinator District Digital Learning Coach	NA (KDE Pilot)	
KCWP 4: Analyzing Data	The district will facilitate the development of a process/protocol at the school and district level to review multiple sources of formative and summative data in order to make ongoing modifications to instruction relative to the data.	PLC Meeting Agendas	Instructional Supervisor Once per Semester	NA	

Updated May 2022

Goal 2 (State your science, social studies, and writing goal): By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 28.9%; and increase the percentage of high school students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in science to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of high school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2	KCWP 1/KCWP 2: Curriculum and Instruction	The district will facilitate and coordinate the review and selection of high quality instructional resources to support the implementation of a rigorous K-12 social studies program aligned to the Kentucky Academic Standards for Social Studies.	Student Achievement Data Usage Reports	Instructional Supervisor (Quarterly)	ESSER
		The district will facilitate the implementation of a new Social Studies Program and monitor implementation.	Student Achievement Data Curriculum Maps	Instructional Supervisor Once per Semester	NA
		The district will continue to coordinate and facilitate opportunities for teachers to participate in curriculum alignment meetings to ensure that there is alignment between the standards, learning targets, and assessment measures specifically in relation to the new Social Studies programming that will be implemented in 2022-2023.	PD Logs	Instructional Supervisor Once per Semester	NA
	KCWP 2: Common Assessment	The district will provide Edmentum Social Studies for grade 5 across the district as supplemental instruction for Social Studies.	Usage Reports	Instructional Supervisor Once per Semester	Title I
		The district will continue to collaborate with the schools to	Student Achievement Data	Instructional Supervisor (3) times per year	NA

Updated May 2022

Goal 2 (State your science, social studies, and writing goal): By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%; increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implement diagnostic/benchmark testing in grades K-12 in social studies using teacher developed Benchmark Assessments in Social Studies.	Usage Reports		
KCWPs 4: Analyzing Data	The district will facilitate the development of a process/protocol at the school and district level to review multiple sources of formative and summative data in order to make ongoing modifications to instruction relative to the data.	PLC Meeting Agendas	Instructional Supervisor Once per Semester	NA	
KCWP1/KCWP 2: PD	The district will continue to provide technical assistance, professional development, and high quality instructional resources to teachers grades K-12 that are rigorous and aligned to the Kentucky Core Academic Standards.	PD Logs	Instructional Supervisor Once per Semester	NA	
	The district will partner with the Kentucky Department to implement a Blended Learning model in collaboration with Marcia Kish.	Walkthroughs Lesson Plans	Principals District Technology Coordinator District Digital Learning Coach	NA (KDE Pilot)	
	The district will partner with the South/East/South/Central Co-op to implement the Deeper Learning Initiative District Wide. The district	Student Achievement Data Staff Reflection Survey Data	Instructional Supervisor Monthly	Deeper Learning Regional Grant	

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3:	KCWP 1/KCWP 2: Curriculum and instruction By 2023, the district will increase the percentage of elementary students who are proficient/distinguished in writing to 55.7%, increase the percentage of middle school students who are proficient/distinguished in writing to 32.3%, and increase the percentage of high school students who are proficient/distinguished in writing to 67.8% as measured by the Kentucky Summative Assessment (KSA).	The district will facilitate the implementation of a new Reading/ELA program HMH Into Reading (K-5) and Into Literature (6-12) and monitor implementation. The district will continue to coordinate and facilitate opportunities for teachers to participate in curriculum alignment meetings to ensure that there is alignment between the standards, learning targets, and assessment measures specifically in relation to the new ELA literacy programming (HMH). The district will continue to facilitate regular monitoring of the curriculum at the school and district level. The district will utilize lesson plans, common assessments, and curriculum mapping to monitor the implementation of the curriculum.	Student Achievement Data Usage Reports Student Achievement Data Curriculum Maps	Instructional Supervisor (Quarterly) Instructional Supervisor Once per Semester PD Logs	ESSER NA NA

Goal 2 (State your science, social studies, and writing goal.): By 2025, the district will increase the percentage of elementary students who are proficient distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%; and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%; increase the percentage of middle school students who are proficient/distinguished in writing to 39%; and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Updated May 2022

Goal 2 (State your science, social studies, and writing goal): By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Common Assessment	Teachers will continue to develop and administer common assessments across grade levels and content areas. Teacher teams will review assessments prior to the beginning of the school year to verify that the assessments are rigorous and aligned to the new standards. In addition, teachers will review the assessment design (multiple choice, short answer, written response, performance assessment). Teachers will revise current common assessments as necessary specifically in regard to the new ELA literacy programming (HMH).	Student Achievement Data Usage Reports	Instructional Supervisor (3) times per year	NA
	KCWP 2: PD	The district will continue to collaborate with the schools to implement diagnostic/benchmark testing in grades K-12 in writing using teacher developed Benchmark Assessments in Writing.	Student Achievement Data	Instructional Supervisor (3) times per year	ESSER Read to Achieve
		The district will continue to coordinate Literacy professional development opportunities for staff at the school level which focuses on the implementation of effective	PD Logs	Instructional Supervisor	ESSER Read to Achieve

Updated May 2022

Goal 2 (State your science, social studies, and writing goal): By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	research-based literacy instruction for preschool-Grade 12.	PLC Meeting Agendas	Instructional Supervisor Once per Semester	NA	
KCWP 2: Instructional Resources	The district will facilitate the development of a process/protocol at the school and district level to review multiple sources of formative and summative data in order to make ongoing modifications to instruction relative to the data.	PD Logs	Instructional Supervisor Once per Semester	NA	
KCWP	The district will continue to provide technical assistance, professional development, and high quality instructional resources to teachers grades K-12 that are rigorous and aligned to the Kentucky Core Academic Standards.	Walkthroughs Lesson Plans	Principals District Technology Coordinator District Digital Learning Coach	NA (KDE Pilot)	
KCWP 2: Design and Delivery of Instruction	The district will partner with the Kentucky Department to implement a Blended Learning model in collaboration with Marcia Kish.	PD Logs	Instructional Supervisor Monthly	Deeper Learning Regional Grant	

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): By 2025, the district will increase the percentage of elementary students who are proficient distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%; and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		those identified by Hattie with high effect sizes.			

Updated May 2022

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the district will increase the average reading proficiency of elementary students with disabilities (gap in performance) to 55.5%, middle school students with disabilities (gap in performance) to 25.3%, high school students with disabilities (gap in performance) to 31.8%. By 2023, the district will increase the reading proficiency of elementary students who qualify for free/reduced lunch (gap to proficiency) to 62.5%, middle school students who qualify for free/reduced lunch (gap to proficiency) to 57.6%, high school students who qualify for free/reduced lunch (gap to proficiency) to 45%.	KCWP 2: Intervention	The district in collaboration with KDE will continue to implement Read to Achieve at all three elementary schools. Each school will utilize a highly qualified interventionist to provide reading intervention to identified students in grades K-3. The district will provide technical assistance, professional development, and instructional resources as needed.	Student Achievement Data PD Logs	RTA Grant Coordinator 3 Times Per Year	RTA Grant Funds, District Funds, Title 1 Funds
KCWP 2: Intervention	Gear-Up Academic Specialists will provide intervention programming opportunities for identified students.	Student Achievement Data	Instructional Supervisor Once per Semester	Gear Up	
KCWP 2: Intervention and Enrichment	The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"	Student Achievement Data	Instructional Supervisor Once per Year (End of Program)	ESSER	District Funds/ Title 1 Funds/ KETS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022					
KCWP 1: Intervention and Enrichment	[IXL, Reading Plus, and ALEKS instructional schedule. In addition students have access to digital programming after school and during the summer from any internet capable computer and most tablets. The district will provide technical assistance on the platforms and assist schools in monitoring fidelity of implementation.	Student Assessment Data	Ongoing: Students completed testing in the fall of 2022. Individual and class results were provided to all schools in November 2022.	Title 1 Funds	
KCWP 2: Intervention	The district will provide additional diagnostic testing (ITBS and CoGAT) for all 4th Grade and 7th students. Teachers will utilize the data to inform instruction, provide targeted intervention, and develop flexible groups	Student Achievement Data	Instructional Supervisor Once per Semester	Save the Children District Funds	
KCWP 2: Intervention	The district in collaboration with Save the Children will continue to implement intervention programming at all three elementary schools. Each school will provide Early Steps and In-School Literacy Programs. Tyner and McKee will implement an after school literacy programming and summer programming may be offered (funding permitted) at all three elementary schools.				
(KCMS 3, KCMP 4, KCMP 5, KCMP 13)	District Leadership will work with SESCooperative on offering professional development and on explicit instruction	Professional Learning	On-going monitoring to occur throughout the year	IDEA	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022	(KCMF 3; KCMF 5)	Various types of collaborative/co-teaching models (One Teaching, One Drifting; Interactive Teaching; Stations Teaching; Parallel Teaching; Team Teaching, etc.) will be in place in all district schools to meet individual student learning needs, along with schools looking into participating in the Cohorts with SESC Coop	Direct Instruction	Academic data /student achievement	IDEA
KCWP 2: PD	District Leadership will collaborate with SESC consultants for professional learning strategies to enhance instruction in GAP Reduction for Students with Disabilities.	Academic Support			IDEA
KCWP 2, KCWP 3	The district Title 1 program will provide funding for supplemental professional learning opportunities (at each individual school level) to support teachers in implementation of best practice in lesson design, instructional strategies, formative and summative assessments, and analysis of student work. Coordination and collaboration within entities such as SESC, RTA grant, and content related professional organizations, etc. will be utilized for supplemental opportunities.	Observations PLC Records Assessment Data	On-going monitoring to occur throughout the year	Title 1 Funds	Title 1 Funds
KCWP 2, KCWP 3, KCWP 4, KCWP 6	The district Title II program will fund supplemental instructional staff as a part of a district-wide class size	Staffing Records Student/Teacher Ratio Financial Records	On-going monitoring to occur throughout the year		Title I and II Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022	<p>reduction effort in order to provide more individualized instruction to students and improve building culture. Staff allocations per school according to rank order and size. The district Title 1 program will provide supplemental online based diagnostic, instructional, and assessment programs in order to enhance teaching pedagogy and increase student achievement. Research-based Programs supported will be i-Ready, IXL, Reading Plus, Explore Learning Reflex Math, ALEKS, Renaissance Learning, Follett, HMH, and APEX will be utilized.</p>	<p>Assessment Data i-Ready Data APEX, ALEX Data Observations PLC Documentation</p>	Academic data /student achievement		
Objective 2	<p>KCWP 2: Intervention By 2023, the district will increase the average math proficiency of elementary students with disabilities (gap in performance) to 42.5%, middle school students with disabilities (gap in performance) to 11.1 , high school students with disabilities (gap in performance) to 16.1%.</p> <p>By 2023, the district will increase the math proficiency of elementary students who qualify for free/reduced</p>	<p>The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"</p> <p>Gear-Up Academic Specialists will provide intervention programming opportunities for identified students.</p>	<p>Student Achievement Data</p>	<p>Instructional Supervisor Once per Year (End of Program)</p>	<p>ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022					
Lunch (gap to proficiency) to 53.7%, middle school students who qualify for free/reduced lunch (gap to proficiency) to 31.2%, high school students who qualify for free/reduced lunch (gap to proficiency) to 30%.	Objective 3: PRESCHOOL Focusing on the areas of needs improvement, is the goal to increase the percentage of preschool students' scores on the Early Childhood Profile. The domains of immediate concern at the present are Self Help and Cognitive/General Knowledge. These domains had a considerable decrease in student scores on the 2022 Early Childhood Profile.	Providing early childhood curriculum development to our district's preschool staff is essential for closing the learning gaps in preschool.	Curriculum development training will be provided for preschool staff to assist them in effectively implementing instructional strategies and classroom instructional materials with focus on the domains that have shown specific needs improvement. The preschool teachers will participate in learning opportunities to increase literacy skills in preschool students, thus increasing Kindergarten Readiness.	Data analysis demonstrating a minimum increase in the percent of students that will be Kindergarten Ready by 2% each school year.	Preschool teachers have attended/participated in a variety of professional learning opportunities relating to best practices in instructional strategies and procedures. Some of these are Pre-kindergarten Curriculum: Creative Curriculum (which is required ongoing professional learning), Building Vocabulary and Math Skills Through Block Play, and The Power of Dramatic Play, Kindergarten. The recent Early Childhood Profile is now available for our preschool to analyze current student data.
Objective 4	KCWP 2: Intervention	The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"	Student Achievement Data	Instructional Supervisor Once per Year (End of Program)	ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022 Performance) to 26.4%. By 2023, the district will increase the science proficiency of elementary students who qualify for free/reduced lunch (gap to proficiency) to (data suppressed), middle school students who qualify for free/reduced lunch (gap to proficiency) to 31.8%, high school students who qualify for free/reduced lunch (gap to proficiency) to 41.6%.					
Objective 5 By 2023, the district will increase the average social studies proficiency of elementary students with disabilities (gap in performance) to 55.7%, middle school students with disabilities (gap in performance) to 14.2%, high school students with disabilities (gap in performance) to (data suppressed).	KCWP 2: Intervention	The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"	Student Achievement Data Instructional Supervisor Once per Year (End of Program)	ESSER	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Updated May 2022 School students who qualify for free/reduced lunch (gap to proficiency) to 47.6%, high school students who qualify for free/reduced lunch (gap to proficiency) to 37.5% .					
Objective 6: By 2023, the district will increase the average writing proficiency of elementary students with disabilities (gap in performance) to 37.1%, middle school students with disabilities (gap in performance) to 19.2 , high school students with disabilities (gap in performance) to 30.7%.	KCWP 2: Intervention	The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"	Student Achievement Data	Instructional Supervisor Once per Year (End of Program)	ESSER
By 2023, the district will increase the writing proficiency of elementary students who qualify for free/reduced lunch (gap to proficiency) to 53.3%, middle school students who qualify for free/reduced lunch (gap to proficiency) to 24.9%, high school students who qualify for free/reduced lunch (gap to proficiency) to 64.1% .	KCWP 2: PD	The district will provide professional learning opportunities that are focused on gifted learners by	End of Year Survey Data Google Classroom Data	GT Coordinator/GT Teacher Two times per year	NA

Updated May 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
for Gifted and talented students		creating training modules in Google Classroom. These training modules will focus on strategies teachers can use to design and differentiate assignments for high potential and gifted learners.			
KCWP 6: Communication with Stakeholders	The district will focus on increasing communication with families of high potential and gifted learners by sending home a newsletter containing important announcements throughout the year, as well as, posting important information on the District Gifted and Talented website.	End of Year Survey Data GT Coordinator Once per Year (End of Program)	NA		
KCWP 5: Community Support	The district will provide opportunities for students to collaborate with various organizations throughout the community to increase community awareness and involvement.	End of Year Survey Data GT Coordinator Once per Year (End of Program)	District Funds		

Updated May 2022
4: English Learner Progress

Goal 4 (State your English learner goal): Not Applicable

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022
5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, all schools in the district will have an indicator score of "High" or better on the combined Safety and Climate score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the middle school climate index score will go from a 66.7 to a 68.	KCWP 6, 5	The District has Trauma Informed plan will be updated as needed and Trauma Informed Teams will be continued at each school within the district and each school's plan updated as needed.	Behavior Data	Ongoing student data	District
	KCWP 6, 5	Through partnership with KYABRI and SESSC, PBIS (Positive Behavior Intervention Strategies) will be used at each school with the District to improve social, emotional, behavioral, and academic outcomes for all students.	Assessment Data Behavior Data	Ongoing student data	IDEA
Objective 2 By 2023, the middle school safety index score will go from a 61.7 to a 68.	KCWP 6	The District has School Resource Officers at two campuses and is working toward adding additional officers as they become available to help build positive relationships with students and help promote a climate of safety in the schools.	Behavior Data Survey Data	On going	District
Objective 3 By 2023, the district chronic absentee rate will not exceed 37%.	KCWP	Truancy Diversion and Local Family Court.	Decrease in the percentage of chronic absenteeism.	Checking Daily attendance and chronic absenteeism.	District
Objective 4: By 2023, 75% of staff will favorably report that they have adequate instructional resources as reported on the Impact	KCWP 2: Instructional Resources Resources	The district will review available programming usage and programming availability for all content levels and grade levels.	Usage Reports	Instructional Supervisor Once per Semester	NA

Updated May 2022

Goal 5 (State your climate and safety goal.): By 2025, all schools in the district will have an indicator score of "High" or better on the combined Safety and Climate score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Kentucky Working Conditions Survey					

Updated May 2022
6: Postsecondary Readiness

Goal 6 (State your postsecondary goal): By 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the district will increase the percentage of high school students who are Postsecondary Ready to 91% as reported on the School Report Card.	KCWP 5: Transition Readiness	The District Assessment Coordinator will provide training for elementary, middle school, and high school counselors, curriculum specialists and teachers on the new accountability model as it relates to transition readiness. Each school will develop a plan with specific strategies and activities to increase the percent of students who are transition ready at the elementary and middle school and college and career ready at the high school	Student Achievement Data Transition Plans	Instructional Supervisor Once per Semester	NA
		The district will facilitate the Implementation of ILP programming: ACE (6-12)	Usage Reports	Instructional Supervisor Once per Semester	Title I Gear Up
		The district will facilitate ACE PD 6-12.	PD Logs	Instructional Supervisor Once Per Year	NA
		The district will coordinate and facilitate the implementation of ALEKS digital courseware (math) and Reading Plus (ELA) for high school students who need intervention or enrichment in reading and mathematics so as to increase student achievement in math and increase student's post-secondary readiness.	Student Achievement Data Usage Reports	Instructional Supervisor Once per Semester	ESSER Title I Section 6 KETS
		The district will coordinate and facilitate the implementation of	Student Achievement Data	Instructional Supervisor Once per Semester	Title 1

Updated May 2022

Goal 6 (State your postsecondary goal): By 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	APEX digital courseware for high school students who need credit recovery opportunities.	Usage Reports			
	The district will collaborate with the high school to identify opportunities for dual credit for qualifying students. The district will collaborate with Somerset Community College and Eastern Kentucky University and other colleges as appropriate.	Rosters of Participation	Instructional Supervisor Once per Semester	NA	
	The district will utilize available state funds and district funds to provide industry certificate assessments for students.	Student Achievement Data Rosters of Participation	Instructional Supervisor Once per Semester		
	The district will provide technical assistance as necessary to provide End of Course CTE assessments	Student Achievement Data Rosters of Participation	Instructional Supervisor Once per Semester	NA	
	The district in collaboration with Gear-Up will provide district ACT testing for the Cohort in Grades 10 and 11.	Student Achievement Data Rosters of Participation	Instructional Supervisor Once per Semester	Gear-Up	
KCWP 5: Transition Readiness	JCHS Special Education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities	Career Preparation/Orientation	On going	IDEA	
Objective 2: NA					

Undated May 2022

Goal 6 (State your postsecondary goal.): By 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Updated May 2022
7: Graduation Rate

Goal 7 (State /your graduation rate goal): By 2025, the district will increase the Graduation Rate to 93.8% as measured by the 4 -Year Cohort Graduation Rate as reported on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Intervention	The district will coordinate and facilitate the implementation of APEX digital courseware for high school students who need credit recovery opportunities.	Student Achievement Data Usage Reports	Instructional Supervisor Once per Semester	Title 1
		The district will provide Summer Success Academy in the Summer of 2023 and will be modeled after KDE's "Summer Vacation Academy Model"	Student Achievement Data	Instructional Supervisor Once per Year (End of Program)	ESSER
		Gear-Up Academic Specialists will provide intervention programming opportunities for identified students.	Student Achievement Data	Instructional Supervisor Once per Semester	Gear Up
		Intervention with truancy diversion to keep the student enrolled.	Higher Graduation Rate	Weekly Checks regarding dropouts.	District
Objective 2: NA					

**Updated May 2022
8: Other (Optional)**

Goal 8 (State your other goal): By the end of the 2022-2023 school year, the Jackson County Public Schools will decrease the significant disproportionality that exists for white students identified under the SLD category from the risk ratio 3.528 to 3.450 by implementing preventative interventions and supports (instruction and strategies) to a target group of students in grades pre-school to 5, evidenced by data-based decision making and the decreased number of special education students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SPED teachers, Pre-School Staff, DoSE and School Psychologist will receive professional development in special education eligibility, data collection, special education practices and policies.	KCWP 2: PD	Locate a trainer, conference, or institute, arrange for the identified audience to attend and fund substitutes if necessary ,Contact with an eligibility trainer,KY CEC Conference,SESC,trainings,Behavior Institute, KY-ABRI	Student Achievement Data and Child Count Referral Data	On going	CCEIS
Objective 2: NA					

9: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

Updated May 2022

Goal 9 (State your other goal.): NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

Updated May 2022

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

Jackson County Middle School is identified as a TSI School. The District Leadership Team will meet monthly with the principal to review the implementation of the school improvement plan. The District will provide Technical Assistance as needed to the school in the implementation of the plan.

The Jackson County Middle School Plan will be on the December 20, 2022, Board Agenda for review and approval.

Kentucky Education Technology System

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Jackson County

LOCATION McKee, KY

PLAN YEAR(S) 2022-2023



www.jackson.kyschools.us

The mission of the JCPS Technology Department is to provide excellent technology support and resources to the staff and students of JCPS.

DISTRICT TECHNOLOGY PLAN

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DISTRICT TECHNOLOGY PLAN

Planning Team

Jackson County Public Schools (DRAFT)

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Rhonda Thompson, CIO/DTC	
Jeff Taylor, Systems Administrator	
Elizabeth Norris, Instructional Supervisor/DAC/GT Coordinator	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Amanda Ball, Digital Learning Coach, GT Instructor & Parent	Lauren Montgomery, Special Education Teacher at JCMS and Parent
Nina Ingram, Special Education Teacher at Sand Gap Elementary and STLP Coordinator	Melissa Baker, Assistant Principal at Tyner Elementary & Parent
Jared Ward, Teacher and STLP Coordinator at McKee Elementary	
Melissa Wade, Teacher at McKee Elementary	William Chad Muncy, Teacher at JCHS
Heather Smith, LMS at JCHS	
Additional District Contributors [Recommended to include board members, SEDM members, program directors, etc.]	
Londa Freeman, Federal Programs and Preschool Coordinator	
Christi Sizemore, Director of Special Education	
Students [Recommended to include middle and/or high school students]	
Abby Thompson, JCHS Student	Abbi Judd, JCHS Student
Other [parents/community members, business and nonprofit leaders, etc.]	
Ashley Wagers, Director of Jackson County Public Library & Parent	Jodi Gabbard, Customer Service at Peoples Rural Telephone Coop & Parent
Shane Gabbard, Jackson County Judge Executive	Tim Coyle, IT at Jackson Energy & Parent

DISTRICT TECHNOLOGY PLAN

Previous Plan Evaluation

In this section include a discussion of the "expiring" (previous year's) plan using the prompts below. Attempt to limit your narrative to the space provided.

What goals were met?

Robust Infrastructure/Budget & Resources

A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

Survey Indicator	Previous Goal	Result
The number of teachers reporting the frequency they have access to devices in their classroom	Will increase by 10% from previous plan--58% responding "All of the Time"	95% of teachers reported they have access to devices in their classroom "All of the Time"
The number of teachers reporting the quality of their devices as "Above Average" or "Excellent"	Will increase from 54% to 64%	82% of teachers responded that the quality of their devices are "Above Average" or "Excellent"
The number of teachers reporting the quality of other hardware as "Excellent"	Will increase from 29% to 39%	44% of teachers described the quality of other hardware as "Excellent"

Goals that were not met or didn't have the expected outcomes?

Robust Infrastructure/Budget & Resources

A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

Survey Indicator	Previous Goal	Result
The number of teachers describing the quality of support for technology issues that disrupt instruction as "Above Average" or "Excellent"	Will increase by 25%...71% to 96%	82% of teachers described the quality of support for technology issues that disrupt instruction as "Above Average" or Excellent
The number of teachers reporting the quality of the Internet Speed as "Excellent"	Will increase from 34% to 44\$	42% of teachers described the quality of Internet Speed as "Excellent"

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

Areas of improvement?

The district/schools need to provide more opportunities for students to create projects that will allow them to utilize technology skills, especially in the area of Communication, Collaboration, Creativity, and Collaboration. The student created projects need to be aligned to the new Technology Standards and documented in their Technology Portfolio.

Areas/goals that are no longer relevant?

NA

Needs that emerged after evaluation of the previous plan?

The district needs to continue to provide timely, technology-related professional development opportunities to staff. The district needs to secure funding to maintain our current fleet of Chromebooks over the next 5 years and have a plan to replenish as needed.

DISTRICT TECHNOLOGY PLAN

New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.
[See Technology Planning section of KETS Master Plan for more information]

How did you and the planning team decide on the goals for this plan?

The technology plan was reviewed to determine which goals had been met and which had not. The team reviewed the Future Ready Gears and developed or revised activities related to addressing those.

Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.

Many activities outlined in the Technology Plan are a continuation of activities that have proven to be successful for our district in the past. Due to COVID, our 1:1 Chromebook implementation was escalated. Preschool students were provided with an iPad, Kindergarten students were provided with a touch screen Chromebook, and students in Grades 1-12 were given a standard Chromebook. Over the next few years we will continue to upgrade or network as needed including purchasing a second core router to provide high availability. We will also be laying the groundwork for campus fabric implementation. By the end of 2023 we will have upgraded the entire wireless network and saturated our outdoor learning environments with outdoor access points. Professional development will continue to be a major activity in this plan especially as the district continues to move to a more blended learning environment with the implementation of 1:1. The district will also continue to have active STLP programs and a half-time Digital Learning Coach.

DISTRICT TECHNOLOGY PLAN

Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?

In the past our district has participated in the BrightBytes survey but we have transitioned to the EdTech Impact tool from BrightBytes. Beginning in 22-23, the district will be utilizing Speak Up or a district-created survey to collect responses from students regarding their digital learning environment.

If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.

For the 22-23 school year, the data points related to student voice that we will be focused on will include:

- Students online collaboration with classmates, teachers, and others.
- Students are asked to collaborate using online documents
- Students are taught digital citizenship and know how to act respectfully online, respond online bullying, and protect their identity
- through the safe use and storage of personal information
- Student access to devices (school and home)
- Student skills needed to create projects
- Students understanding of technology standards

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either 1) *Areas of Acceleration (AA)* or 2) *Areas of Improvement (AI)*. The "areas of acceleration" are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The "areas of improvement" address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.

DISTRICT TECHNOLOGY PLAN



Robust Infrastructure & Ecosystem

Future Ready Gear

KETS GUIDING PRINCIPLE – A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

- (AA) AA-1: Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools
 - (AA) AA-2: Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments
 - (AA) AA-3: Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools (*also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.*)
 - (AA) AA-4: Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
- (AI) AI-1: Improve ease of access for student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices (*fewer traditional computer labs*)

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeline	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Will continue to update devices as needed to maintain 1:1	District Technology Coordinator System Administrator Vendor Partners	Ongoing	KETS General Fund ECF	\$300,000	<p>Increased number of device purchases reported on Digital Readiness Survey</p> <p>Student survey responses in regards to access to devices will be high (Will have specific goal for 23-23)</p>
AA-2	All students, teachers, and administrators will have access to Internet capable laptops, desktops, software, and applications.	District Technology Coordinators Computer Technician Systems Administrator	June 2023	KETS ECF	\$150,000	<p>Number of teachers reporting they have access to devices (desktop, mobile, and tablet) in their own classroom "All of the time" will increase or maintain. (95%)</p> <p>Number of teachers reporting the quality of their devices as "Above Average or Excellent" would maintain or increase. (82%)</p> <p>Increased number of devices reported on Digital Readiness Survey</p> <p>Increased number of device purchases reported on Technology Activity Report</p>

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AA-2	Maintain on-prem VoIP solution	District Technology Coordinator Systems Administrator	Ongoing	General Fund	\$6000	Facilities will have access to phone services when needed and the district will maintain local survivability.
AA-3	District will continue to offer BYOD WiFi access to students and staff.	Systems Administrator District Technology Coordinator	Ongoing	NA	NA	Number of students utilizing BYOD will increase.
AA-2	District will continue to purchase a remote desktop application to provide just-in-time support	Systems Administrator Computer Technician District Technology Coordinator	Annual	Technology General Fund	\$1050	The number of teachers reporting the quality of support for problems disrupting instruction as "Excellent" or "Above Average" will increase or maintain. (85%)
AA-1	Upgrade existing servers to cloud based services as appropriate	Systems Administrator District Technology Coordinator	June 2023	KETS Technology General Fund	\$5000	The number of teachers reporting the quality of support for problems disrupting instruction as "Excellent" or "Above Average" will increase or maintain. (85%)
AI-2	Replace aging teacher workstations with Chromeboxes as needed to lower cost and provide a better user experience.	District Technology Coordinator	June 2023	KETS	\$15,000	Number of teachers reporting they have access to devices (desktop, mobile, and tablet) in their own classroom "All of the time" will increase or maintain. (95%) Number of teachers reporting the quality of their devices as "Above

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

					Average or Excellent" would maintain or increase. (82%)
AA-3	Finish our wireless upgrade and continue to maintain all wireless equipment in all locations to maintain and promote a robust network	District Technology Coordinator Vendor Partners Systems Administrator	June 2023	KETS Technology General Fund erate	\$5,000 Teachers report that the quality of Internet speed at school as "Excellent" or "Above Average" will maintain or increase. (83%) Networking activity report Wireless surveying
AA-3	Over the next few years we will continue to upgrade or network as needed including purchasing a second core router to provide high availability. We will also be laying the groundwork for campus fabric implementation.	District Technology Coordinator Vendor Partners Systems Administrator	Ongoing	Erate	\$300,000 Teachers report that the quality of Internet speed at school as "Excellent" or "Above Average" will maintain or increase. (83%)
AA-2	Communicate the process for work orders to staff to ensure repairs in a timely fashion. The Technology Department is investigating a new tool to provide just-in-time support.	District Technology Coordinator Systems Administrator Computer Technician	Ongoing	NA	NA The number of teachers reporting the quality of support for problems disrupting instruction as "Excellent" or "Above Average" will increase or maintain. (85%) Work Order Reports
AI-1	Transition computer labs to other learning spaces. If a "traditional lab" is necessary, upgrade with Chromeboxes	District Technology Coordinator School Principals	Ongoing	NA	NA Number of teachers reporting the quality of their devices as "Above Average or Excellent" would maintain or increase. (82%)

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-1	Secure fiber lease with ISP	District Technology Coordinator Vendor Partner	Ongoing	Erate	\$60,000	Teachers report that the quality of Internet speed at school as "Excellent" or "Above Average" will maintain or increase. (83%)
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DISTRICT TECHNOLOGY PLAN

Data Security, Safety & Privacy

Future Ready Gear



KETS GUIDING PRINCIPLE – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

- AA-1: Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)
 - AA-2: Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)
 - AA-3: Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)
 - AA-4: Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)
 - AA-5: Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment
- AI-1: Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the "radar screen" of teachers/staff (*The People Side of EdTech*)

DISTRICT TECHNOLOGY PLAN



AI-2: Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-5	Digital Citizenship lessons/activities from commonsense.org or Be Internet Awesome will be incorporated into the district's technology curriculum for Grades K-5. The middle school students in the STEM/Technology Class will participate in the Digital Education from EverFi. The high school students receive digital citizenship lessons during their Advisory class. District will be investigating the Digital Driver's License program next year.	Classroom Teachers District Technology Coordinator JCMS STEM Teacher	Ongoing	NA	\$0	Students will engage with technology in an appropriate manner. Fewer discipline issues related to technology use will be reported.
AA-2	The technology department will continue monitoring and filtering the Internet through content software as appropriate and open sites deemed appropriate for students utilizing Lightspeed Relay.	Systems Administrator District Technology Coordinator	Ongoing	NA	\$0 (funded by KDE)	Acceptable usage policy will be enforced. Teachers reporting that school filters prevent access to websites needed for class as "All of the time" would decrease to 1% or less.

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AA-4	District will continue to utilize cloud-base services (MUNIS, Infinite Campus, Clever, Google Apps, etc.)	District Technology Coordinator Chief Financial Officer	Annually	Technology General Fund	\$42,000	Increase the district's operating efficiency
AA-1	District will continue to utilize an on-site backup system. The Network Administrator will be investigating other options during the 22-23 school year.	Network Admin District Technology Coordinator	Annually	KETS	\$0 (currently) Will increase if the district opts into a cloud option.	Staff and students will have access to network resources and devices that are readily available.
AA-3	Continue to participate in Clarity Education Impact Tool	District Technology Coordinator Vendor Partners KDE Field Staff	Ongoing	NA	NA	District staff will have access to data to make informed decisions regarding purchasing, professional development, and support.
AA-5	Provide staff with training and resources on data security and PII during Opening Day PD and throughout the year as needed	District Technology Coordinator Systems Administrator	Ongoing	NA	NA	District will have zero (0) data breaches. Professional Learning Attendance Sheets
AA-1	Create an entry/exit protocol for employees and students as they enter and leave the system. (Creating accounts,	Systems Administrator	Ongoing	NA	\$5000	Fewer data breaches.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

	Disabling accounts, Granting Access to programs, Email, etc.)			
AA-1	Continue to make changes and to Google Admin Console to increase security and privacy (ie., Vault, Data Loss Prevention, Walled Garden) This includes implementing recommendations district received from Amplified IT on the Google Audit they completed.	District Technology Coordinator Systems Administrator Vendor Partners	Ongoing NA	NA District will have zero (0) data breaches.
AA-1	Password Policy for all staff will be 15 non complex (passphrase) Additionally, staff is required to change their password every 90 days. Also district will be investigating Multifactor Authentication for certain users (technology, finance, admins, etc.)	Systems Administrator	Ongoing NA	NA District will have zero (0) data breaches.
AA-2	Continue the use of Relay Safety Check to monitor student use of Gmail and Drive to identify possible threats or problems	Systems Administrator District Technology Coordinator	Ongoing NA	\$0 Paid for by KDE Provide a safer online environment for our students. Provide a mechanism for teaching students appropriate online behavior in school/work setting.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-2	Continue to provide virus/malware protection with Microsoft Endpoint Protection.	Systems Administrator Computer Technician	Ongoing	NA
				Devices will function better due to the lack of viruses and malware on devices.
				Number of teachers reporting the quality of their devices as Above Average or Excellent would increase from 54% to 64%

DISTRICT TECHNOLOGY PLAN



KETS GUIDING PRINCIPLE – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

- (AA) AA-1: Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services
- (AA) AA-2: Continue use of long-term planning strategies that allow for continuity of initiatives and systems (ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)
- (AA) AA-3: Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (e.g. Internet consumption) while maximizing education technology programs and initiatives (Technology Need, E-rate)
- (AI) AI-1: Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (*The People side of K-12 EdTech*)
- (AI) AI-2: Make districts aware of how to reduce expenditures on printing/print services (*both in consolidated contract pricing as well as shifting from paper to digital experiences*)
- (AI) AI-3: Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments
- (AI) AI-4: See an increased percentage of districts examining which education technology investments are or are not being maximized

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

KET/S AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	The district will continue to employ a District Technology Coordinator, one Systems Administrator and one computer technician.	District Technology Coordinator Systems Administrator Computer Technician	Ongoing	Technology General Fun	\$216,000	<p>Staff and students will have access to a network and devices that are readily available.</p> <p>The number of teachers reporting the quality of support for problems disrupting instruction as "Excellent" or "Above Average" will increase or maintain. (85%)</p> <p>Number of teachers reporting the quality of their devices as "Above Average or Excellent" would increase or maintain (82%)</p> <p>Teachers reporting that the quality of Internet speed at school as "Excellent" or "Above Average" will increase from 34% to 44%</p>
AA-1	District will continue to investigate grant opportunities to supplement funding for technology initiatives.	District Technology Coordinator	Ongoing	NA	NA	District will provide additional resources to staff and students.
AA-1	Maintain other classroom hardware (Interactive Panels, Document Cameras, etc.)	District Technology Coordinator School Principals	Ongoing		\$0	Teachers responding "Excellent" on the quality of LCD Projectors or interactive whiteboards will increase or maintain (86%)

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

		Computer Technician				
AI-2	Continue to utilize Google Classroom to reduce printing costs to schools Tech Department will also be investigating PaperCut to stop unnecessary printing	Classroom Teachers	Ongoing	NA	NA	District copy expense will decrease by 10% as evidenced from MUNIS reports
AA-1	Provide a minimum of 1GB fiber connection between all district buildings	District Technology Coordinator Systems Administrator Vendor Partner	Ongoing	General Fund erate	\$150,000	Provide district staff and students with high quality, fast, and reliable Internet access. Teachers reporting that the quality of Internet speed at school as "Excellent" or "Above Average" will increase or maintain (83%)
AA-1	Replace aging switches to increase reliability of Internet access	Systems Administrator District Technology Coordinator	June 2020	KETS erate	\$74,500	Provide district staff and students with high quality, fast, and reliable Internet access. Teachers reporting that the quality of Internet speed at school as "Excellent" will increase from 34% to 44%
AA-1	Use data from EdTech Impact Tool to examine the applications being used in the district and conduct a cost analysis	District Tech Coordinator Vendor Partner KDE Field Staff	Ongoing	NA	NA	District will make purchasing decisions based on usage and impact to student achievement.

DISTRICT TECHNOLOGY PLAN



Partnerships

Future Ready Gear

KETS GUIDING PRINCIPLE – Connecting students and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

- (AA) AA-1: Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)
- (AA) AA-2: Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)
- (AA) AA-3: Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)
- (AI) AI-1: Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation
- (AI) AI-2: Encourage postsecondary institutions to host STL events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus
- (AI) AI-3: Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Parents will be given the opportunity to sign-up for IC Parent Portal.	Parents District Technology Coordinator	Ongoing	NA	NA	School and home communication will improve. The number of IC Parent Portal accounts will increase.
AA-2	Up-to-date web pages will be maintained by the district, schools and teachers utilizing web hosting service.	District Technology Coordinator	Annual	Technology General Fund	\$3800	School and home communication will improve. Web page statistics will increase by 10%.
AA-2	The district's automated phone notification system will be fully utilized.	School Principals District Technology Coordinator	Ongoing	General Fund	\$3000	School and home communication will improve.
AA-2	The district and school will continue to utilize social media to communicate with parents, students and community.	Webmasters Principals District Technology Coordinator	Ongoing	NA	NA	School and home communication will improve.
AA-1	Parents will have opportunity to join Google Classrooms, ClassDojo, Remind 101, and similar apps	Classroom Teachers	Ongoing	NA	NA	School and home communication will improve.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-1	Continue to participate in regional SKATC and DLC meetings. Also participate in monthly CIO webcasts.	District Technology Coordinator Digital Learning Coach Systems Administrator Computer Technician	Ongoing	Technology General Fund	\$1500	Technology staff will build professional relationships with other districts.

DISTRICT TECHNOLOGY PLAN



Digital Curriculum, Instruction & Assessment

Future Ready Gear

KETS GUIDING PRINCIPLE – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

- AA-1: Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines
 - AA-2: Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)
 - AA-3: Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students
 - AA-4: Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)
 - AA-5: Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience
- AI-1: Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students
 - AI-2: Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy
 - AI-3: Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

DISTRICT TECHNOLOGY PLAN

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeline	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Teachers will design lessons integrating technology standards into their curriculum	Classroom Teachers School Principals Digital Learning Coach	Ongoing	NA	\$0	Students will gain necessary skills needed for the 21st century.
AI-1	Teachers will utilize content specific websites and online subscriptions. (Ex. Kentucky Virtual Library, ALEKS Math, APEX Learning, iReady, Reflex Math, Study Island, SAVAAS Math, HMH Reading, etc.)	Classroom Teachers School Principals Instructional Supervisor Director of Federal Programs District Technology Coordinator	Annually	Title I KETS General Fund Gear Up	\$235,000	Students will gain necessary skills needed for the 21st century. Also, see student achievement goals in District CDP.
AA-4	Teachers will utilize technology resources to create and administer formative and summative assessments to students	Classroom Teachers District Assessment Coordinator	Ongoing	Technology General Fund	\$5,000	Teachers will receive timely feedback in order to make informed decisions related to instruction.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-2	All schools will have an active Student Technology Leadership program that participates in local, regional and state competitions.	STLP Coordinators District Technology Coordinator	Ongoing	Technology General Fund	\$7500	Students will gain necessary skills needed for the 21st century.
AA-2	Offer a technology summer camp (STEM) for students. that focuses on higher-level technology activities such as programming, multimedia, robotics, etc.	District Technology Coordinator GT Coordinator	Annual	General Fund Title I Gear Up	\$7500	Students will gain necessary skills needed for the 21st century.
AA-2	Continue to develop and expand STEAM opportunities (science curriculum, STEAM labs in library media center, etc.)	District Technology Coordinator Digital Learning Coach Instructional Supervisor	Ongoing	Title	Varies	Classes will have STEAM opportunities embedded in their curriculum as evidenced with curriculum documents and lesson plans.
AA-1	Provide keyboarding curriculum to 3-5 students.	District Technology Coordinator School Principals Classroom Teachers	June 2020	NA	\$0	Students will gain necessary skills needed for the 21st century.
AA-5	Continue to provide the Relay Classroom app to allow	Classroom Teachers	Ongoing	KETS	\$4000	Classroom management with technology would become easier

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

	students to control student content on Devices.	Systems Administrator			
AI-1	Provide opportunities for students to engage in digital video production (Greenscreen, Camtasia, etc)	Classroom Teachers	Ongoing	NA	NA Students will gain necessary skills needed for the 21st century.
AA-2	Digital Learning Coach will develop and deliver Digital Citizenship curriculum to K-5	Digital Learning Coach	Ongoing	NA	AD Students will be good digital citizens

DISTRICT TECHNOLOGY PLAN



Personalized Professional Learning

Future Ready Gear

KETS GUIDING PRINCIPLE – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

Areas of Emphasis: Areas of Acceleration (AA) / Areas of Improvement (AI)

AA-1: Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning.

AI-1: Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Teachers will have the opportunity to participate in technology related professional development (Tech Academy, after school trainings, book studies, Google Certification, etc.)	District Technology Coordinator Classroom Teachers Digital Learning Coach	Ongoing	KETS	\$35,000	The number of teachers Google Certified will increase annually. The number of teachers participating in technology related professional development activities will increase annually. A teacher will complete a PD Evaluation Survey so presenters can make necessary changes to PD activity.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-1	The district's technology staff will be encouraged to attend local, regional, state, and national technology meetings, trainings and conferences.	District Technology Coordinator	Ongoing	Technology General Fund	\$18,000	District technology staff will stay informed on current trends in technology that can be implemented in schools.
AI-1	Classroom teachers and school administrators will attend the Spring KySTE Conference	Classroom Teachers District Technology Coordinator School Administrators	Annually 	KETS	\$3000	Staff will receive high quality professional development. Teachers will implement new strategies into their classrooms.
AA-1	STLP Coordinators will have the opportunity to attend regional and state trainings to enhance their programming	District Technology Coordinator STLP Coord.	Annually	KETS	\$500	Staff will receive high quality professional development. Teachers will implement new strategies into STLP programs.
AI-1	Teachers will complete a survey identifying their technology use across the curriculum, their technology skills level, and how they have students use technology.	District technology coordinator	Annually	0	0	Evidence from the survey will be used for planning purposes, specifically professional development.
AI-1	Digital Learning Coach will send out weekly newsletters for teachers and monthly newsletters for administrators with technology resources. She will also continue to implement Potty PD....sign in	Digital Learning Coach	Ongoing	NA	NA	More opportunities for teachers to get PD and resources they need.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (*DRAFT*)

	teacher restrooms with learning opportunities linked with QR codes			
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DISTRICT TECHNOLOGY PLAN



Use of Space & Time

Future Ready Gear

KETS GUIDING PRINCIPLE – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

Areas of Emphasis: Areas of Acceleration (AA)

AA /Areas of Improvement (AI)

AA-1: Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems

AI-1: Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Google Classroom will be used for flipped classrooms and blended learning opportunities	Classroom Teachers	Ongoing	NA	NA	The number of students participating in blended learning (specifically NTI Days) will increase.
AA-1	Provide professional development on blended learning (Marcia Kish)	Classroom Teachers Digital Learning Coach	Ongoing	NA	NA	The number of students participating in blended learning (specifically NTI Days) will increase.
AA-1	Train administrators on GSuite so they can become more productive	Digital Technology Coordinator Digital Learning	Ongoing	NA	NA	Administrators will be able to work efficiently on virtual learning days.

DISTRICT TECHNOLOGY PLAN

Jackson County Public Schools (DRAFT)

AA-1	Outdoor Access Points	Coach Systems Administrator	June 2023 erate	\$20000	Increased wifi access at all locations.
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JCPS 2022-23 Phase Three: The Superintendent Gap
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2022-23 Phase Three: The Superintendent Gap Assurance

**Jackson County
Kellis Smith
3331 Highway 421 S
McKee, Kentucky, 40447
United States of America**

Jackson County

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2022-23 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

M. Smith 12/12/2022



2022-23 Phase Three: The Superintendent Gap Assurance

* 1. Please select your district.

Jackson County

* 2. The following school(s) **failed to meet** its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please write the full name of any school being reported pursuant to KRS 158.649(9) in the text boxes below.)

School Name

McKee Elementary School

School Name

Sand Gap Elementary School

School Name

Jackson County Middle School

School Name

Jackson County High School

School Name

School Name

1 of 2 answered

School Name

1 of 2 answered