



2022-23 Phase One: Jessie Clark Middle School
Continuous Improvement Diagnostic for Schools

Jessie M Clark Middle School
Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Jennifer C. Kendall



2022-23 Phase One: Jessie Clark Middle School
Executive Summary for Schools

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Jessie Clark Middle School, a school with 1046 students and 108 staff members, is located in an economically and racially diverse urban community in Lexington, Kentucky. Our school continues to achieve at high levels based on recent results from KPREP scoring about the district and state mean in Spring 2021. However, we continue to have achievement gaps within our special education population. Jessie Clark's current student demographic makeup is 69% white, 10% African American, 9% Hispanic, and 7% two or more races, and 6% Asian. our English Learners make up 4.49% of our school and our students with special needs make up 9%. Our students qualifying for free/reduced lunch have increased 7% to an overall 34% of our student population over the past three years. Additionally, we are enrolling more students with special needs, including 98 students with Individualized Education Plans, 106 students with 504 plans and an increasing number of students with various mental health needs. Our school has three full-time mental health specialists that provide on-going therapy and referrals for family wrap around services. This is an increase from one part-time mental health specialist since the beginning of the pandemic in the spring of 2020. Based on these special challenges, we have developed many programs and strategies to help our unique population be successful.

School's Purpose

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

Jessie Clark Middle School prepares every student for life-long learning in a safe and welcoming environment. This mission statement was developed collaboratively by the entire staff and approved by the School-Based Decision Making council. In addition, we practice the middle school philosophy and concept by designing our master schedule and building configuration around this concept for 6th and 7th grades. Not only do we place each student within a team of four core subject teachers, but we have designed classroom space to clearly define each team "home". We focus more on transition to high school for our 8th graders. The 8th grade students are not on teams and teachers are departmentalized to more closely mirror the configuration of a high school. True to the middle school philosophy, Jessie Clark exposes all students to a variety of academic courses and extracurricular activities to help them make decisions for their futures. Jessie Clark strongly believes in educating the whole child and the importance of student voice and choice. Therefore, we develop a master schedule and school-wide programs that foster growth in the physical, social, emotional, and cognitive aspects of each

student. Students may take a variety of advanced and content standards-based courses to meet the needs of all of our learners, including those who are gifted and talented and those who struggle academically. We designed our elective classes to follow the learning pathways for high school graduation. Our students select their elective courses based on career goals, strengths, and areas of interest.

Notable Achievements and Areas of Improvement

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

Jessie Clark Middle School continues to achieve at high levels on Kentucky state assessments (KPREP) where we performed above both the district and state averages in Spring 2021. We achieved Gold Status as a Positive Behavior Intervention and Supports School in the spring of 2022. Our WEB program (Where Everyone Belongs) incorporates student leadership through mentoring. Clubs and extracurricular activities are student driven and approved through our SBDM council. A parent perception survey conducted in the fall of 2018 indicated that Jessie Clark provides a safe learning environment, ensures facilities support student learning, provides opportunities for students to participate in activities that interest them, and provides qualified staff members to support student learning. These were our highest scoring items. Jessie Clark's performing arts programs (band, orchestra, chorus) have each earned distinguished ratings for the past several years. Our orchestra teacher, Ms. Michelle Hudson, was named the KMEA Middle School Teacher of the Year for 2020. We also have embraced a Wellness policy that includes activities for staff and families to stay active and healthy. In addition, we added a new chapter of Future Farmers of America where one of our students qualified for the speech competition at the annual National Convention. Even though Jessie Clark Middle School continues making progress, we continue to work to narrow our achievement gaps with our African American students and students with special needs.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

Additional Information

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

Jessie Clark students focus on our community as well as their academics by supporting local organizations and charities. Each year we have a DanceBlue Marathon to support pediatric cancer, food drives for God's Pantry, clothing drives for the Hope Center, fundraising for the Ronald McDonald House and the Progeria Foundation. Our students were also recognized for their work with Mission 22, which is an organization that supports veterans with PTSD.



2022-23 Phase Two:
Jessie Clark Needs Assessment for Schools

Jessie M Clark Middle School
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United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Different types of student progress data are reviewed in different stages based on the goal. Student proficiency and growth data are reviewed using the MAP assessment in reading and math that is given three times during an academic year. Based on MAP results, the school student support team reviews results to determine what students need RTI services or other interventions. Then, FastBridge progress monitoring details the growth in our RTI students.

Student support teams meet twice a month with teacher teams and twice per month as a student support team. The first meeting of the month focuses on academics which includes attendance, grades and tiered progress data. The second meeting of the month focuses on social emotional needs. The teams review eOS data, behavior referral data, tiered progress data for behavior and mental health referrals/updates. Intervention plans are created and monitored during these

meetings. The student support team includes administrators, counselors, social worker and district mental health specialists.

Science, social studies and writing proficiency and growth is monitored using standards-based content assessments in individual courses. Teachers meet weekly in PLC groups to analyze student data after each common formative and summative assessment and adjust instruction as needed.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our plan changed very little during during the pandemic. We continued to focus on unit development, deconstruction standards and delivery of instruction in our PLC groups. We began training on Kagan engagement strategies we students returned to in-person learning. Teachers and student support discussed student learning and how to remove barriers in their bi-weekly meetings.

Though we did not meet our pre-pandemic goals written in the CSIP, we saw improvement in many areas between 2021-22 and 2022-23 school years. Our performance gaps have widened with some of our students groups who struggled with online learning so we will continue to target and monitor growth specifically with our English Learners and students with special needs.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The percentage of our students in special populations who score novice almost doubles when compared to our entire school population's novice percentages in both reading and math on the MAP assessment.

Math and Science did not experience as dramatic of a decrease in novice scores on KSA when comparing Spring 22 and Spring 23 as reading and writing experienced.

Students (53%) report they disagree and strongly disagree that bullying is NOT a problem at our school. This is an increase of 30% age points from the 21-22 school year.

In Spring 21 83% of students reported the school teaches ways for students to stop bullying when they see it, while in Spring 22 85% of students reported the school teaches ways for students to stop bullying when they see it.

In Spring 21 89% of students reported that if a students reports bullying during school, the adults will do something to help. That dropped 1% to 88% in Spring of 22.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 25.8% of African American students scored novice in reading on the Fall MAP test.
 - 29.3% of African American students scored novice in math on the Fall MAP test.
 - 44% of African American students scored novice on Spring 2022 KSA.
- 53.3% of students with special needs scored novice in reading on the Fall MAP test.
- 48.4% of students with special needs scored novice in math on the Fall MAP test.
- 63.0% of students with special needs scored novice in reading on Spring 2022 KSA.
- 57.0% of students with special needs scored novice in math on Spring 2022 KSA.
- 68.0% of students with special needs scored novice in science on Spring 2022 KSA.
- 47.0% of students with special needs scored novice in writing on Spring KSA.

- 53.0 % of students with special needs scored novice in social studies on Spring KSA.
- 26.3% of English Learners scored novice in reading on Fall MAP test.
- 19.2% of English Learners scored novice in math on Fall MAP test.
- 64 % of English Learners scored novice in reading on Spring KSA.
- 64 % of English Learners scored novice in math on Spring KSA.

Though percentages of students scoring novice within our special populations remains high, there were double digit decreases of novice within those same special populations in reading and math MAP when scores from Fall 2021 are compared to Fall 2022.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

English Learners (64%) and students with special needs (63%) scored novice in reading on the Spring KSA at a higher rate than all students combined (20%).

English Learners (64%) and students with special needs (57%) scored novice in reading on the Spring KSA at a higher rate than all students combined (24%).

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading, Math, Science and Writing have all increased the percentage of students earning proficient or distinguished on KSA when comparing Spring 21 to Spring 22, and we had a greater number of students take the test in Spring 22.

Reading - increased from 53.8% to 56%

Math - increased from 38% to 52%

Science - increased from 27.9% to 32%

Writing - increased from 46.8% to 56%

Students did not take Social Studies in Spring 21, so we do not have data to compare.

Based on these increases, our support structures appear to be showing success. We implemented a "flex" class in the 21-22 school year to address students gaps in learning. We are continuing those support classes in 22-23 with a more targeted focus.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Our focus for 2022-23 is KCWP 4 - Review, Analyze and Apply Data.



2022-23 Phase Two: Jessie Clark Middle School
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2022-23 Phase Two: School Assurances

Jessie M Clark Middle School
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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ **N/A**

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ **N/A**

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ **N/A**

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

● N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Jessie Clark Middle's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, Jessie Clark Middle School will increase Reading proficient and distinguished level to 63% as measured by KSA. Current level is 56%.

State Assessment Results in Math

- By 2025, Jessie Clark Middle School will increase Math proficient and distinguished level to 59% as measured by KSA. Current level is 52%.

State Assessment Results in Science

- By 2025, Jessie Clark Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 33%.

State Assessment Results in Social Studies

- By 2025, Jessie Clark Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

State Assessment Results in Combined Writing

- By 2025, Jessie Clark Middle School will increase Combined Writing proficient and distinguished level to 63% as measured by KSA. Current level is 56%.

English Learner Progress

- By 2025, Jessie Clark Middle School will increase the English Learner Progress score to 45. Current level is 22.3.

Quality of School Climate and Safety

- By 2025, Jessie Clark Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 66.7.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Jessie Clark Middle School will increase P/D in Reading to 58.3%.	By 2024, Jessie Clark Middle School will increase P/D in Reading to 60.6%.	By 2025, Jessie Clark Middle School will increase P/D in Reading to 63%.
By 2023, Jessie Clark Middle School will increase P/D in Math to 54.3%.	By 2024, Jessie Clark Middle School will increase P/D in Math to 56.6%.	By 2025, Jessie Clark Middle School will increase P/D in Math to 59%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Jessie Clark Middle School will increase P/D in Science to 37%.	By 2024, Jessie Clark Middle School will increase P/D in Science to 41%.	By 2025, Jessie Clark Middle School will increase P/D in Science to 45%.

By 2023, Jessie Clark Middle School will increase P/D in Social Studies to 53.3%.	By 2024, Jessie Clark Middle School will increase P/D in Social Studies to 56.6%.	By 2025, Jessie Clark Middle School will increase P/D in Social Studies to 60%.
By 2023, Jessie Clark Middle School will increase P/D in Combined Writing to 58.3%.	By 2024, Jessie Clark Middle School will increase P/D in Combined Writing to 60.6%.	By 2025, Jessie Clark Middle School will increase P/D in Combined Writing to 63%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Jessie Clark Middle School will decrease novice in Reading to 18.3%.	By 2024, Jessie Clark Middle School will decrease novice in Reading to 16.6%.	By 2025, Jessie Clark Middle School will decrease novice in Reading to 15%.
By 2023, Jessie Clark Middle School will decrease novice in Math to 21%.	By 2024, Jessie Clark Middle School will decrease novice in Math to 18%.	By 2025, Jessie Clark Middle School will decrease novice in Math to 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Jessie Clark Middle School will increase the English Learner Progress score to 29.9.	By 2024, Jessie Clark Middle School will increase the English Learner Progress score to 37.5.	By 2025, Jessie Clark Middle School will increase the English Learner Progress score to 45.

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
By 2023, Jessie Clark Middle School will increase the quality of school climate and safety index to 69.4 as measured by KSA. Current level is 66.7	By 2024, Jessie Clark Middle School will increase the quality of school climate and safety index to 72.2 as measured by KSA.	By 2025, Jessie Clark Middle School will increase the quality of school climate and safety index to 75 as measured by KSA.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC's will use a PDSA model effectively to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #1	PLC's will use the FCPS curriculum frameworks, state and national standards to create learning intentions and success criteria for the essential standards.	PLC Evidence & Observation Classroom Observations & Walkthroughs	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #1	Teachers will regularly record and discuss formative and summative assessment data during PLC meetings to monitor the mastery of content standards.	PLC Evidence & Observation	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #1 KCWP #2 KCWP #4	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	PLC Evidence & Observation GoFormative & Data Studio Reports	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #2	PLC's will design learning activities reflective of the learning intentions and success criteria.	Classroom Observations & Walkthroughs	N/A

PLC's will use a PDSA model effectively to improve student learning.

Achievement Gap	KCWP # 2 KCWP #5	Establish a co-teaching cohort group to provide better support and content instruction for students with special needs.	Common Assessment Data Walkthroughs	Instructional Funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>March 2023: October 2023: December 2023:</p>				

Culture, Safety and Climate

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #6	Teachers/staff model and implement Culturally Responsive strategies and behaviors.	Walkthrough Data Student Survey Data SEL Survey Data	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #6	Set up a student mentoring program using the WEB platform for 8th graders to mentor our 6th grade students.	Student Survey Data	ESSER
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP #6	Strengthen PBIS Tier 1 Behavior Recognition and Rewards for students.	Student Survey Data	Instructional Funds

<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>March 2023: October 2023: December 2023:</p>				

Assessment/Acceleration of Learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, English Language Learner	KCWP #4	Implement academic MTSS plan that provides support for students who do not qualify for Tier 2 or 3 RTI, but struggle with acquisition of content.	MAP Common Assessment Data	N/A
Achievement Gap, English Language Learner	KCWP #5	RTI class designed to work on skills while incorporating help with current content from the math class through pre-teaching or reteaching.	FAST Data MAP Data	District staffing allocation District funded monitoring program
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>March 2023: October 2023: December 2023:</p>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				



2022-23 Jessie Clark Middle School - Phase Four: Professional
Development Plan for Schools for School Year
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2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Jessie M Clark Middle School
Jennifer Kendall
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Jessie Clark Middle School prepares every student for life-long learning in a safe and welcoming environment.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

PLC: All school PLCs will use a PDSA model effectively to improve student learning.
(Foundational PDSA: Plan- Do - Focus on Learning)

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

See attached

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See attached

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See attached

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See attached

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See attached

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

See attached

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See attached

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See attached

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attached


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

See attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>22-23 Jessie Clark Middle School</u> <u>Professional Learning Plan</u>		.