

## Jessie Clark Middle School Comprehensive School Improvement Plan (CSIP) 2022-25

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - 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
- The required goals for **high schools** include the following:
  - 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

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

**We have an intentional focus on EL students and students with disabilities due to the underperformance of those groups as compared to the overall scores. Though we made progress on Spring 2023 KSA and was removed from TSI status, the gaps are still there.**

#### Reading:

- EL plus monitored 40% Novice on 2023 KSA
- EL plus monitored 28.9% Novice on Winter MAP (Down from 32.8% Novice on Fall MAP)
- Disability 55% Novice on 2023 KSA
- Disability 58.9% Novice on Winter MAP (Up from 57.3% on Fall MAP)

#### Math:

- EL plus monitored 43% Novice on 2023 KSA
- EL plus monitored 27.3% Novice on Winter MAP (Down from 28.2% Novice on Fall MAP)
- Disability 43% Novice on 2023 KSA
- Disability 61.6% Novice on Winter MAP (Up from 52% on Fall MAP)

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

#### **KCWP 4: Review, Analyze, Apply Data Results Classroom**

##### Process:

1. **Reviewing and revising assessments within each unit to ensure the questions or tasks assess to the mastery level indicated in the standard.**
2. **Use formative and summative assessment data to create groups for reteaching and/or enrichment based on the students' level of mastery.**
3. **Monitor and track student progress.**

## Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	<b>74.9/Very High</b>	3.9
State Assessment Results in science, social studies and writing	<b>69.4/Very High</b>	3.7
English Learner Progress	<b>31.8/High</b>	9.5
Quality of School Climate and Safety	<b>66.2/Medium</b>	-0.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

## 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 Goal for 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 Goal for 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 Goal for 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 Goal for 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 Goal**

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

<b>Quality of School Climate and Safety Goal</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>		
Reading and Math Objectives		
<b>2022-23</b>	<b>2023-24</b>	Year 3
By 2023, Jessie Clark Middle School will increase P/D in Reading to 58.3% as measured by KSA.	By 2024, Jessie Clark Middle School will increase P/D in Reading to 60.6% as measured by KSA.	By 2025, Jessie Clark Middle School will increase P/D in Reading to 63% as measured by KSA.
By 2023, Jessie Clark Middle School will increase P/D in Math to 54.3% as measured by KSA.	By 2024, Jessie Clark Middle School will increase P/D in Math to 56.6% as measured by KSA.	By 2025, Jessie Clark Middle School will increase P/D in Math to 59% as measured by KSA.
Science, Social Studies, and Combined Writing Objectives		
<b>2022-23</b>	<b>2023-24</b>	Year 3
By 2023, Jessie Clark Middle School will increase P/D in Science to 37% as measured by KSA.	By 2024, Jessie Clark Middle School will increase P/D in Science to 41% as measured by KSA.	By 2025, Jessie Clark Middle School will increase P/D in Science to 45% as measured by KSA.
By 2023, Jessie Clark Middle School will increase P/D in Social Studies to 53.3% as measured by KSA.	By 2024, Jessie Clark Middle School will increase P/D in Social Studies to 56.6% as measured by KSA.	By 2025, Jessie Clark Middle School will increase P/D in Social Studies to 60% as measured by KSA.
By 2023, Jessie Clark Middle School will increase P/D in Combined Writing to 58.3% as measured by KSA.	By 2024, Jessie Clark Middle School will increase P/D in Combined Writing to 60.6%as measured by KSA .	By 2025, Jessie Clark Middle School will increase P/D in Combined Writing to 63%as measured by KSA .
Achievement Gap Objectives		
<b>2022-23</b>	<b>2023-24</b>	Year 3

By 2023, Jessie Clark Middle School will decrease novice in Reading to 18.3% as measured by KSA.	By 2024, Jessie Clark Middle School will decrease novice in Reading to 16.6% as measured by KSA.	By 2025, Jessie Clark Middle School will decrease novice in Reading to 15% as measured by KSA.
By 2023, Jessie Clark Middle School will decrease novice in Math to 21% as measured by KSA.	By 2024, Jessie Clark Middle School will decrease novice in Math to 18% as measured by KSA.	By 2025, Jessie Clark Middle School will decrease novice in Math to 15% as measured by KSA.

English Learner Progress Objectives		
<b>2022-23</b>	<b>2023-24</b>	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		
<b>2022-23</b>	<b>2023-24</b>	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 \(CSI\)](#)

**2023-24 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
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><b><u>Progress Monitoring</u></b></p> <p>March 2024: October 2024: December 2024:</p>				

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

**Progress Monitoring**

March 2024:  
October 2024:  
December 2024:

**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

**Progress Monitoring**

March 2024:  
October 2024:  
December 2024:



## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b></p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>
<b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>

## CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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# 2023-2024 Jessie Clark Middle School Phase One: Executive Summary for Schools\_09052023\_15:15

2023-2024 Phase One: Executive Summary for Schools

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## 2023-2024 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 is located in an economically and racially diverse urban community in Lexington, Kentucky. Our school currently (fall 2023) has 998 students and 102 staff members. 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 81 students with Individualized Education Plans, 96 students with 504 plans and an increasing number of students with various mental health needs. JCMS has two 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

- Students - Perception surveys, student advisory groups
- Parents - Perception surveys, feedback from parent nights
- Teachers - Review of student achievement data, departmental planning & goal-setting, survey data
- Other Staff - Perception surveys

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.



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. The 2023-24 school year marks the beginning of a house system at JCMS where every adult and every child are assigned houses. You are in that house each year you are at JCMS. We will host house activities and competitions to help strengthen each student and staff's sense of belonging.

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.

In the fall of 2022, Jessie Clark was voted the top public middle school by the Lexington Herald Leader. 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 and 2023. Our WEB program (Where Everyone Belongs) incorporates student leadership through mentoring, and our 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 at the Kentucky Music Education Association evaluations 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 and began a new chapter of Family, Career and Community Leaders of America (FCCLA) for the 2023-24 school year.

Even though Jessie Clark Middle School continues making progress, we continue to work to narrow our achievement gaps with our African American students, English Learners and students with special needs.

### 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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Jessie Clark Middle School Phase Two: The Needs  
Assessment for Schools\_10302023\_12:23

2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 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?

We continue to focus on unit development, deconstruction standards and delivery of instruction in our PLC groups. We were trained on Kagan engagement strategies that teachers implement in their classrooms to foster more conversation and interactive 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, 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 compared to other subjects.
- Students (53%) report they disagree and strongly disagree that bullying is NOT a problem at our school.
- In Spring 21 83% of students reported the school teaches ways for students to stop bullying when they are bullied.

- In Spring 21 89% of students reported that if a student reports bullying during school, the adults will d

### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### Behavior

The percentage of students receiving 0-1, 1-5, and 6+ referrals has maintained the same levels as 2022-23 when comparing start of school to October 30 both years. However, our days of out of school suspensions have dramatically decreased from 69.66 days out to 17.8 days.

#### Academics

- 28.2% of African American students scored novice in reading on the 2023 Fall MAP test. (25.8% in Fall of 2022)
- 29.1% of African American students scored novice in math on the 2023 Fall MAP test. (29.3 in Fall of 2022)
- 43.7% of African American students scored Proficient or Distinguished in reading on the 2023 Fall MAP test. (40.3% in Fall of 2022)
- 37.9% of African American students scored proficient or distinguished in math on the 2023 Fall MAP test. (21.2 in Fall 2022)
  
- 57.3% of students with special needs scored novice in reading on the 2023 Fall MAP test. (53.3% in Fall 2022)



- 
- 52% of students with special needs scored novice in math on the 2023 Fall MAP test. (48.4% in Fall 2022)
  - 28% of students with special needs scored Proficient or Distinguished in reading on the 2023 Fall MAP test. (30.4% in Fall 2022)
  - 26.6% of students with special needs scored proficient or distinguished in math on the 2023 Fall MAP test. (16.5% in Fall 2022)
  
  - 32.8% of English Learners scored novice in reading on 2023 Fall MAP test. (26.3% in Fall 2022)
  - 28.2% of English Learners scored novice in math on 2023 Fall MAP test. (19.2% in Fall 2022)
  - 50.8% of English Learners scored Proficient or Distinguished in math on the 2023 Fall MAP test. (41.5% in Fall 2022)
  - 38.5% of English Learners scored Proficient or Distinguished in reading on the 2023 Fall MAP test. (36.6% in Fall 2022)

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 2023 MAP test.
- English Learners (64%) and students with special needs (57%) scored novice in math on the Spring 2023 MAP test.

#### 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.

All students met the Novice Reduction CSIP Goal for Spring 24 on 2023 Fall MAP.

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 the

### 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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 School Key Elements Template - Jessie Clark Middle School 2023-24



8. 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 District Improvement Plan (CSIP) diagnostic and template.  
We will focus on Key Work Processes 2 and 4.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Jessie Clark Middle School 2023-24 Key Elements Template		.
 School Key Elements Template - Jessie Clark Middle School 2023-24		• 7



2023-2024 Jessie Clark Middle School Phase Two: School  
Assurances\_11072023\_09:14

2023-2024 Phase Two: School Assurances

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

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<u>2023-24 Phase Two: School Assurances</u>	3
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## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

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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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school implementing a schoolwide program, the school developed a

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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. In a school 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. In a school 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. In a school 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**

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## **COMMENTS**

21. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: **Jessie Clark**

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission**

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

**Focus Area 1**

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

**Focus Area 2**

**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.**

**How do the identified top two focus areas requiring professional learning relate to district goals?**

Focus Area 1 regarding PLC's directly relates to student achievement as our collegial teams use the PLC structure to plan and evaluate instruction for students.

Focus Area 2 - Culture and Climate touches several priority areas within the district plan -, Student Achievement, Diversity, Equity, Inclusion and Belonging as well as Stakeholder Engagement and Outreach.

**Strategic Plan  
Priority  
Areas  
are:**

- Student Achievement
- Diversity

• **U**niversities, Equities, Incisors, and a Band of Belongings

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The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

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Fayette  
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### Professional Learning Development Tools

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### Focus Area 1

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

#### Focus Area 1 Objectives

##### Short-Term Changes:

- **Knowledge:** Teachers and school administrators develop an understanding of the **Four Critical PLC Questions**.
- **Knowledge:** Teachers and school administrators will develop an understanding of the **Professional Learning Communities at Work Continuum**.

**Long-Term Changes:**

- **Skill:** Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.
- **Skill:** Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.
- **Belief/Aspiration:** Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

**Focus Area 1 Intended Results****Student Outcomes:**

- By 2024, Jessie Clark Middle School will increase P/D in Reading to 60.6% as measured by KSA. Current level is 56%.
- By 2024, Jessie Clark Middle School will increase P/D in Math to 56.6% as measured by KSA. Current level is 52%.
- By 2024, Jessie Clark Middle School will increase P/D in Science to 41% as measured by KSA. Current level is 33%.
- By 2024, Jessie Clark Middle School will increase P/D in Social Studies to 56.6% as measured by KSA. Current level is 50%.
- By 2024, Jessie Clark Middle School will increase P/D in Combined Writing to 60.6% as measured by KSA. Current level is 56%.
- By 2024, Jessie Clark Middle School will decrease novice in Reading to 16.6% as measured by KSA.
- By 2024, Jessie Clark Middle School will decrease novice in Math to 18% as measured by KSA.
- By 2024, Jessie Clark Middle School will increase the English Learner Progress score to 37.5. Current level is 22.3.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

#### **Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

### Focus Area 1 Monitoring

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Professional learning agenda (PLC Template)  
ii. Teachers, school administrators  
iii. Each meeting as appropriate
- i. Collaborative teams will provide access to their meeting notes and agendas (PLC Template)  
ii. Teachers, school administrators

iii. Each meeting

- i. Each PLC must produce evidence of formal collaboration and data analysis on their PLC Template
  - ii. Teachers, school administrators
  - iii. Each meeting
- i. Student work analysis protocols, curriculum pacing, common assessment data
  - ii. Teachers, school administrators
  - iii. Each meeting
- i. Student monitoring tools and processes
  - ii. Teachers, school administrators
  - iii. Each meeting

**Focus Area 1 Indicators of Success** (Please describe in detail.)

**Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone—teachers, parents, students, peers working in other grade levels—can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

## **Monitoring Each Student's Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

## **Turning Data Into Information**

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

## **Providing Students with Systematic Interventions and Extensions**

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

## **Interventions**

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.



- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

### **Extensions**

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

### **Focus Area 1 Targeted Audience**

The targeted audience is all administrators, teacher support and teachers.

### **Focus Area 1 Resources**

Staff: Administrative team, teacher support and teachers.

Technology: PLC Shared Drive, PLC Minute Template, PLC Data Analysis Template

### **Focus Area 1 Ongoing Supports for Implementation**

Administrative team will meet weekly to review and discuss the PLC minutes and progress data. That will then be taken back to our respective content area groups.

## Focus Area 2

### Culture/Climate:

By 2024, Jessie Clark Middle School will increase the quality of school climate and safety index to 72.2 as measured by KSA. Current level is 66.7.

### Focus Area 2 Objectives

**Knowledge:** Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.

**Knowledge:** Teachers and school administrators learn strategies for differentiation.

**Behavior:** Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.

**Behavior:** Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

### Focus Area 2 Intended Results

#### Student Outcomes:

- 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.
- By 2024, Jessie Clark Middle School will increase P/D in Reading to 60.6% as measured by KSA. Current level is 56%.
- By 2024, Jessie Clark Middle School will increase P/D in Math to 56.6% as measured by KSA. Current level is 52%.
- By 2024, Jessie Clark Middle School will increase P/D in Science to 41% as measured by KSA. Current level is 33%.
- By 2024, Jessie Clark Middle School will increase P/D in Social Studies to 56.6% as measured by KSA. Current level is 50%.
- By 2024, Jessie Clark Middle School will increase P/D in Combined Writing to 60.6% as measured by KSA. Current level is 56%.
- By 2024, Jessie Clark Middle School will decrease novice in Reading to 16.6% as measured by KSA.
- By 2024, Jessie Clark Middle School will decrease novice in Math to 18% as measured by KSA.
- By 2024, Jessie Clark Middle School will increase the English Learner Progress score to 37.5. Current level is 22.3.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.

**Educator Practices:**

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

**Focus Area 2 Monitoring**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Support team meeting documents and products
  - ii. Teachers, school administrators
  - iii. every 4-6 weeks
  
- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)
  - ii. Teachers, school administrators
  - iii. weekly
  
- i. Survey Data (KSA Culture and Climate, SEL Surveys, other school level survey data )
  - ii. Teachers, school administrators, student support team

iii. 2-3 times per school year

**Focus Area 2 Indicators of Success** (Please describe in detail.)

- The teacher and students use data to monitor and report classroom and individual student progress.
- Teachers/staff model and implement Culturally Responsive strategies and behaviors.
- Implement a student mentoring program using the WEB platform for 8th graders to mentor our 6th grade students.
- Strengthen PBIS Tier 1 Behavior Recognition and Rewards for students.
- 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.
- RTI class designed to work on skills while incorporating help with current content from the math class through pre-teaching or reteaching.

**Focus Area 2 Targeted Audience**

The targeted audience is our administrative team, student support team and teachers.

**Focus Area 2 Resources**

- Boomerang Project training and materials
- District PBIS support and School level PBIS team

**Focus Area 2 Ongoing Supports for Implementation**

Support team and grade level administrator will meet bi-weekly with team teacher groups to review data for needed interventions or progress. Administrative team and student support team will meet bi-weekly to review and discuss the progress data and needed interventions.

Optional Extension