2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09092024_15:12

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Jamestown Elementary School
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Jamestown, Kentucky, 42629
United States of America

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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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Zach Smith, 09/24/2024

2024-2025 Phase One: Executive Summary for Schools_09242024_12:24

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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?

Jamestown Elementary School is located in downtown Jamestown, the gateway to Lake Cumberland. JES is a staple in a thriving community, where much of our community's revenue is generated by industry and tourism. JES serves approximately 500 students in preschool through fifth grade in a two-story educational facility that was opened in 2004. We have 28 designated classrooms, a large gym, library, cafeteria, and spaces for staff to collaborate, plan instruction, and meet various needs of students and families. The physical multi-acre campus is located off South Main Street with open areas designated for student play and physical activity. We have a playground designated for Preschool, Kindergarten, and students with special needs as well as a playground for students in grades 1-5. The rear of our campus is adjacent to a wooded area.

As reflected in the most recently published Kentucky School Report Card, Jamestown Elementary School is designated as a Title 1 eligible school with 77.6% of our student population being classified as "economically disadvantaged". A high number of students and their families live in non-traditional housing, with some also identified as homeless. Our student demographic data reveals 84.4% of our student population is white (non-Hispanic), 10.7% Hispanic or Latino, 3.8% two or more races, and 1,1% identified as "other". Approximately 12% of the student population have an Individualized Education Plan (IEP) for disabilities other than speech. Another 13.5% of students have and IEP related to speech services, totaling 124 of 485 students who have an IEP at Jamestown Elementary School.

Our preschool and primary grade levels (K-2) are self-contained classes and intermediate grade levels (3-5) provide departmentalized instruction. We have 38 certified educators and 32 classified staff members. There are two speech-language pathologists, one occupational therapist, one physical therapist assistant, two academic interventionists and six special education teachers who provide services to our student population. We have one full-time school counselor and an instructional coach. Through a partnership with Healthy Kids Clinics, we have a social worker/case manager as well as two mental health therapists who serve our students. JES also has one full-time Family Resource Youth Services Center (FRYSC) Coordinator. We have one school principal as well as one assistant principal.

Educators at Jamestown Elementary are committed to excellence in academic achievement through the implementation of High Quality Instructional Resources (HQIR) and the use of cooperative learning systems in the classroom. We believe employing these initiatives and systems with fidelity will lead to a positive increase in student academic and social-emotional successes.

Jamestown Elementary School recently relaunched our PBIS systems with rebranding as "The JES Way". Our schoolwide expectations are to Be Respectful, Be Responsible, and Be Safe. Our staff teach behavior expectations through explicit instruction, modeling appropriate behavior, as well as celebrating and rewarding students who achieve positive behavior. Monthly, Jamestown Elementary School celebrates positive behavior rewarding students at the JES Jam. At the JES Jam, students have opportunities to play games, enjoy supervised free time, and earn prizes through random drawings. Students who exhibit excellent behavior throughout the month can be entered into drawings if they have received one or more VIP Ticket.

School Stakeholders

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

Key Stakeholders

Jamestown Elementary PTO is comprised of a very motivated and involved group of parents and school employees who seek opportunities to support JES students and staff. This organization sponsors and funds many of the fun events our students and families take part in. They are our largest outside funding source for student rewards and events.

Jamestown City Police Department provides a certified school resource officer designated at our building location during hours of operation. They assist in providing safety resources as well as establishing a positive rapport with students and families in our community. Our school resource officer is instrumental is ensuring the safety of students as well as collaborating with other emergency responders in the creation of safety and emergency planning.

Jamestown Fire Department assists in contributing to our emergency planning.

Russell County Library partners with our school librarian for programming, education, and rewards.

Opportunities for Community Engagement

Open House (August): local agencies and organizations can attend to engage with families about services they provide.

Fall Festival (October): sponsored by JES PTO; students, families, and members of the community can attend this event to participate in games, silent auction, concessions.

Halloween Greet & Treat (October): JES students and staff walk to the Jamestown Square and "trick-or-treat" with local businesses and organizations that wish to participate.

Veterans Day Program (November): Members of the community who have served in the United States Military are honored by students and staff.

JES Christmas Extravaganza (December): sponsored by JES PTO; students, families, and members of the community can attend this event to participate in games, silent auction, concessions, and a tree-lighting ceremony and performances.

Career Day (May): local businesses and professionals contribute to elements of the Kentucky Portrait of a Learner Framework to engage with students and provide information about various career pathways.

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.

Jamestown Elementary School's vision is "Growing Our Future". This vision encompasses growth through various aspects of the whole child approach. As a public school, academic success is a primary goal and focus for individual students as well as grade level achievement and whole school performance. Along with intellectual ability and academic progress, JES also focuses on social-emotional growth and well-being. Through implementation of PBIS Systems, we hope to incorporate the ideals of respect, responsibility, and safety. This became the vision of JES in 2023.

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.

Notable Achievements:

2024 Kentucky School Counselor of the Year, Lori Loy

2024 Kentucky Teacher of the Year, Donnie Wilkerson

2023 KCSS Rookie SRO of the Year, Jamie Rogers

Areas For Improvement:

Jamestown Elementary School seeks to increase academic achievement in Reading and Math. Currently, there are teachers in the building who are belonging to

reading and math-related cohorts through state-funded initiatives. The 2023-24 KSA results indicated the following:

- Grade 3 Reading: 58% Proficient/Distinguished
- Grade 3 Math: 58% Proficient/Distinguished
- Grade 4 Reading: 38% Proficient/Distinguished
- Grade 4 Math: 22% Proficient/Distinguished
- Grade 5 Reading: 64% Proficient/Distinguished
- Grade 5 Math: 42% Proficient/Distinguished

Additional Information

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

Jamestown Elementary is steeped in community pride! Our close knit community and hometown values foster a sense of belonging and trust in our community.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: School Safety Report_09242024_12:27

2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

The school has adopted the emergency plan which is in compliance with local school board policy as well as the specifications in KRS 158.162(3). A copy of the adopted plan is located in the school office and district office.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes, electronically locking doors, cameras, and intercom system have all been installed. Classroom door windows are equipped with material to quickly cover the glass during a lockdown. All visitors are required to report to the front office of the

building, provide valid identification, state the purpose of their visit, and required to wear a visitors badge during their time in the building.

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 JES Phase Two: School Assurances

2024-2025 Phase Two: School Assurances

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2024-2025 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**
- o No
- o 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**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance 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

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 assisstance 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 undersection 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 in a targeted assistance program, 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

o 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**

o No

o 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**

o No

o 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**

o No

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

- o Yes
- o No
- ● **N/A**

COMMENTS

24. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

25. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. In 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.

o Yes

o No

● **N/A**

COMMENTS

27. In 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.

o Yes

o No

● **N/A**

COMMENTS

28. In 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.

o Yes

o No

● **N/A**

COMMENTS

29. In 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.

o Yes

o No

● **N/A**

COMMENTS

30. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. If identified in the previous year 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

1. **MAP Analysis Fall/Winter/Spring**: When individual student diagnostic (MAP) scores are available (Fall, Winter, Spring), teachers analyze data and plan for current instructional needs.

2. **KSA Analysis Day**: On October 14, 2024, JES staff met to analyze current school academic data (2024 KSA Data and Fall 2024 MAP Reading & Math Data). Teachers complete a template to identify specific areas/students to target.

3. **Monthly Professional Learning Communities**: Teachers and the administration team meet in professional learning communities (PLC) to discuss best practices, review goals, implement new procedures/protocols, and discuss student academic and behavior needs.

4. **Common Planning for Grade Level Teams**: Teachers meet together in teams to formulate goals, discuss trend data, and share strategies for improvement.

5. **Weekly Administration Team Meetings**: Monday mornings are set aside for the school principal, assistant principal, school counselor, and instructional coach to discuss operational and instructional goals and initiatives.

This design allows stakeholders from all groups to have input into the school improvement plan, and allows teachers in the building to feel ownership of the goals and strategies they will use to create student success.

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?

The following components of the 2023-24 CSIP will continue:

* The **Quality of School Climate and Safety Survey** continues to be a component on which to focus. The most recent KSA data reflects an increase in our score from the previous year. Our school has, and will continue to implement, goals and strategies that will lead to a higher index score on the Climate and Safety components of the QSCS survey. More specifically, by looking at the specific language and question stems on this portion of the test will contribute to increased performance on the 2025 KSA.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

ACADEMIC DATA:

2023 KSA Results (assessed in May 2023)

- Grade 3 (current Grade 5 students): 30% P/D in Reading
- Grade 3 (current Grade 5 students): 29% P/D in Math
- Grade 4 (current Grade 6 students): 61% P/D in Reading
- Grade 4 (current Grade 6 students): 48% P/D in Math
- Grade 4 (current Grade 6 students): 46% P/D in Science
- Grade 5 (current Grade 7 students): 37% P/D in Reading
- Grade 5 (current Grade 7 students): 36% P/D in Math
- Grade 5 (current Grade 7 students): 40% P/D in Social Studies

- Grade 5 (current Grade 7 students): 31% P/D in Editing & Mechanics
- Grade 5 (current Grade 7 students): 50% P/D in On-Demand Writing

- Grade 3 (current Grade 5 students): 41% Novice in Reading
- Grade 3 (current Grade 5 students): 32% Novice in Math

2024 KSA Results (assessed in May 2024)

- Grade 3 (current Grade 4 students) : 58% P/D in Reading
- Grade 3 (current Grade 4 students) : 58% P/D in Math
- Grade 4 (current Grade 5 students) : 39% P/D in Reading
- Grade 4 (current Grade 5 students) : 22% P/D in Math
- Grade 4 (current Grade 5 students) : 28% P/D in Science
- Grade 5 (current Grade 6 students) : 64% P/D in Reading
- Grade 5 (current Grade 6 students) : 42% P/D in Math
- Grade 5 (current Grade 6 students) : 53% P/D in Social Studies
- Grade 5 (current Grade 6 students) : 64% P/D in Editing & Mechanics
- Grade 5 (current Grade 6 students) : 47% P/D in On-Demand Writing

- Grade 4 (current Grade 5 students): 26% Novice in Reading
- Grade 4 (current Grade 5 students): 42% Novice in Math

**Current 5th grade students show lower levels of proficiency in Reading and Math than other groups by comparison.

The number of current (2024-25) 5th grade students who scored novice in reading **decreased by 7% from 2023 (27%) to 2024 (20%).

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the

state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

ACADEMIC

FALL 2024 MAP (% P/D)

As of November 1, 2024, students have taken MAP Benchmark Assessments in Reading and Math. Teachers have analyzed this data, as well as classroom assessments, to drive instructional practices and target specific areas of growth.

- Grade 2: 28.4% are projected to reach proficiency in Reading
- Grade 2: 31.1% are projected to reach proficiency in Math
- Grade 3: 33.3% are projected to reach proficiency in Reading
- Grade 3: 14.8% are projected to reach proficiency in Math
- Grade 4: 45.2% are projected to reach proficiency in Reading
- Grade 4: 52.3% are projected to reach proficiency in Math
- Grade 4: 23.9% are projected to reach proficiency in Science
- Grade 5: 38.7% are projected to reach proficiency in Reading
- Grade 5: 29.1% are projected to reach proficiency in Math
- Grade 5: 46.8% are projected to reach proficiency in Language (Editing & Mechanics)

As a result of prioritizing the use of High Quality Instructional Resources (HQIR) and embedding intentional cooperative learning strategies (Kagan), we expect to see an increase in proficiency related to assessed content areas. This will be evident as a result of continued benchmark assessments in the Winter and Spring, prior to students taking the Kentucky Summative Assessment (KSA).

BEHAVIOR

As of November 1, 2024, JES has not experienced a significant number of office discipline referrals. Most referrals are related to bus misbehaviors at this time. Students have the opportunity to earn attendance to the monthly JES Jam for showing positive behavior.

Office Discipline Referrals (ODR)

- 2024-25 School Year ODRs as of November 1, 2024: 8

Bus Referrals

- 2024-25 School Year Bus Referrals as of November 1, 2024: **22**

As a result of relaunching PBIS systems, focusing on Tier 1/ schoolwide expectations, we expect to see a reduction of Office Discipline Referrals.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Priority Area #1: Grade 5 Reading & Math

Current students in grade 5 show lower percentages in proficiency in reading and math. On the 2023 Kentucky Summative Assessment, this group of students scored 30% P/D in Reading and 29% P/D in Math. On the 2024 Kentucky Summative Assessment, this group of students scored 39% P/D in Reading, 22% in Math, and 28% in Science.

Priority Area #2: Grade 3 Reading & Math

Current students in grade 3 showed lower percentages in proficiency related to reading and math on the most recent MAP benchmarking assessments. Currently, only 33.3% of students are projected to reach proficiency in reading and 14.8% are projected to reach proficiency in math by the end of the school year.

Priority Area #3: Quality of School Climate & Safety Survey

Our school has committed to digging into the specific language of the Quality of School Climate and Safety Survey that is administered as part of the Kentucky Summative Assessment.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Area of Strength #1: Grade 4 (All Academic Areas)

Current students in grade 4 show higher levels of proficiency in reading, math, and science compared to their predecessors. We believe that as they continue to show growth, KSA scores in grade 4 should reflect positive change.

Area of Strength #2: Implementation of High Quality Instructional Resources

All teachers have been equipped with High Quality Instructional Resources (HQIR) to provide curriculum and programs that are vetted and evidence-based. Our district and school has worked to eliminate instructional resources that do not follow a vetting system.

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 Processes
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

JES

JES Key Core Work Processes

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 6: Establish Learning Environment and Culture

Attachment Summary

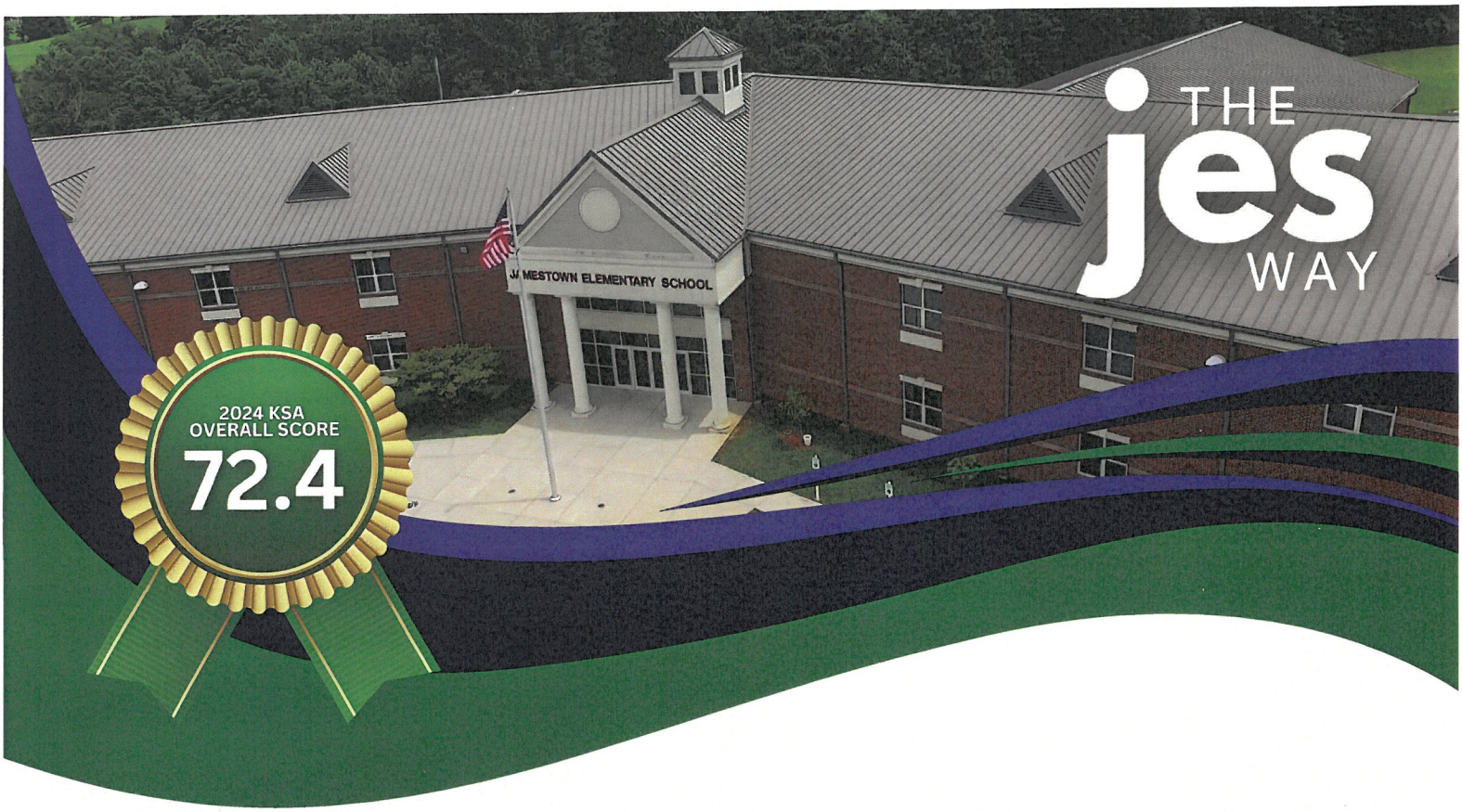
Attachment Name	Description	Associated Item(s)
JES	School Goals	• 7
JES Key Core Work Processes		• 7

Key Elements of the Teaching and Learning Environment – Jamestown Elementary School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Our district and school have adopted High Quality Instructional Resources (HQIR) to teach Kentucky Academic Standards at every grade level. We are committed to using vetted and evidence-based curricula and programs for teaching core subjects. Teachers meet in monthly professional learning communities (PLC) to discuss implementation and pacing.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	Our district and school is committed to and invested in cooperative learning systems such as Kagan to encourage students to engage with each other in the learning process. We believe cooperative learning will increase engagement and yield positive academic outcomes for our students.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	No	
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and	No	

applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?		
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	No	
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	Staff and students at JES are committed to establishing a positive learning culture and environment. We have relaunched Positive Behavior Interventions and Supports (PBIS) initiatives to teach and model schoolwide behavior expectations. We have invested in celebrating and recognizing positive behavior.



THE jes WAY

2024 KSA OVERALL SCORE
72.4

2023-2024 KSA Celebrations

- Grade 3 Reading +28%
- Grade 3 Math +27%
- Grade 5 Reading +27%
- Grade 5 SS +13%
- Grade 5 Ed. & Mech. +33%
- QSCS Survey
  - Climate +1.3
  - Safety +2.6

2024-2025 KSA Targets

- Quality of School Climate & Safety Survey
- Grade 5 Content Areas
- Grade 4 Science
- Grade 3 Reading & Math







2024 KSA OVERALL SCORE
72.4

2025 GOAL

2025 KSA OVERALL RATING
BLUE

THE jes WAY

At JES, we believe relationships, rigor, and routine are the the recipe for successful and engaged learners.

Jamestown Elementary BLUEprint

Relationships

- Build positive rapport throughout JES
- Reduce barriers to support whole child growth
- Implement cooperative learning (Kagan)

Rigor

- Use High Quality Instructional Resources
- Encourage critical thinking
- Design lessons using high yield strategies

Routines

- Relaunch PBIS systems to establish school-wide expectations
- Provide consistency and minimize disruptions.
- Prioritize student safety and belonging to create optimal learning opportunities.

2024-25 Plan of Action

- Classroom Visits, Walkthroughs, Modeling, Co-teaching, Specific Feedback
- Supporting HQIR Implementation, Cooperative Learning Integration (Kagan), & Encouraging Intentional Conversations
- School-wide Academic Language
- Meaningful Data Analysis

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

2024-2025 Phase Three: Comprehensive School Improvement Plan

2024-2025 Phase Three: Comprehensive School Improvement Plan

Jamestown Elementary School
Zach Smith
342 S Main Street
Jamestown, Kentucky, 42629
United States of America

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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan (CSIP) Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

2024-25 JES School Improvement Plan

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

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

Priority Area #1: Grade 5 Reading & Math

Current students in grade 5 show lower percentages in proficiency in reading and math. On the 2023 Kentucky Summative Assessment, this group of students scored 30% P/D in Reading and 29% P/D in Math. On the 2024 Kentucky Summative Assessment, this group of students scored 39% P/D in Reading, 22% in Math, and 28% in Science.

Priority Area #2: Grade 3 Reading & Math

Current students in grade 3 showed lower percentages in proficiency related to reading and math on the most recent MAP benchmarking assessments. Currently, only 33.3% of students are projected to reach proficiency in reading and 14.8% are projected to reach proficiency in math by the end of the school year.

Priority Area #3: Quality of School Climate & Safety Survey

Our school has committed to digging into the specific language of the Quality of School Climate and Safety Survey that is administered as part of the Kentucky Summative Assessment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
2024-25 JES School Improvement Plan		•

Updated June 2023

JAMESTOWN ELEMENTARY SCHOOL

2024-25 Comprehensive School Improvement Plan (CSIP)

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.

Priority Area #1: Grade 5 Reading & Math
Current students in grade 5 show lower percentages in proficiency in reading and math. On the 2023 Kentucky Summative Assessment, this group of students scored 30% P/D in Reading and 29% P/D in Math. On the 2024 Kentucky Summative Assessment, this group of students scored 39% P/D in Reading, 22% in Math, and 28% in Science.

Priority Area #2: Grade 3 Reading & Math
Current students in grade 3 showed lower percentages in proficiency related to reading and math on the most recent MAP benchmarking assessments. Currently, only 33.3% of students are projected to reach proficiency in reading and 14.8% are projected to reach proficiency in math by the end of the school year.

Priority Area #3: Quality of School Climate & Safety Survey
Our school has committed to digging into the specific language of the Quality of School Climate and Safety Survey that is administered as part of the Kentucky Summative Assessment.

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 1: Design & Deploy Standards
Our district and school have adopted High Quality Instructional Resources (HQIR) to teach Kentucky Academic Standards at every grade level. We are committed to using vetted and evidence-based curricula and programs for teaching core subjects. Teachers meet in monthly professional learning communities (PLC) to discuss implementation and pacing.

KCWP 2: Design and Deliver Instruction
Our district and school is committed to and invested in cooperative learning systems such as Kagan to encourage students to engage with each other in the learning process. We believe cooperative learning will increase engagement and yield positive academic outcomes for our students.

KCWP 6: Establishing Learning Culture and Environment
Staff and students at JES are committed to establishing a positive learning culture and environment. We have relaunched Positive Behavior Interventions and Supports (PBIS) initiatives to teach and model school wide behavior expectations. We have invested in celebrating and recognizing positive behavior.

Updated June 2023

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

Indicator	Status (2024 KSA)	Change (2023) +/-
State Assessment Results in reading and mathematics	73.5	(53.4) **+20.1**
State Assessment Results in science, social studies and writing	70.5	(75.3) **-5.3**
English Learner Progress		
Quality of School Climate and Safety	78.4	(72.2) **+6.2**
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): As of 2024, we met the previous set goal of 51% of all students will be proficient/distinguished in reading. Therefore, our new goal will be to have 53% of all students reaching proficiency in reading and 43% of all students reaching proficiency in math by May 2025. (increase of 2% each year for the remaining two years)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 This percentage of students scoring proficient/distinguished in reading and math in student groups will increase from 48% to 50% by May 2025.	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, and has components that support instruction and assessment and is paced with accuracy.	*Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. * Utilize knowledge of high yield/best practice instructional strategies to aid in curricular adjustments	*Completed curriculum maps and pacing guides aligned standards including instructional strategies and assessment	Classroom teachers and special education teachers will ensure the continued implementation of the aligned High Quality Instructional Resources (HQIR) for reading and mathematics (HMH, My View & Savvas). In order to continue the implementation of the curriculum, teachers will use pacing guides and curriculum maps that outline standards, instructional strategies, and assessments.	No funding required.
	Professional Learning Communities (PLCs) (KCWP 1): Monitoring systems are in place to guarantee the curriculum(s) is taught at a high level of fidelity. Procedures and systems are in place for teachers to readjust the curriculum to meet student needs.	*Curricular alignment reviews are an ongoing part of the PLC planning process *Communicate effectively in order to guide instructional planning, group, etc. *Hold regularly scheduled curriculum meetings to review alignment between learning targets, standards, and assessment measures. *Conduct curriculum reviews/checks within the PLC.	*PLC agendas and notes contain evidence of the planning, creating, and implementing of aligned curriculum maps and pacing guide *PLC notes from regularly scheduled meetings provide evidence that curriculum documents have been reviewed and that changes are being made based upon data	Classroom teachers, special education teachers, instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps and pacing guides will be reviewed with changes made based on assessments and other data. Furthermore, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. PLC meetings will be held at the school level as well as a district level with a shared alignment occurring across all three schools.	No funding required.
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms and school wide and are measured for effectiveness on student achievement.	*Plan strategically for the selection of high yield instructional strategies to be used in lessons. *Utilize knowledge of best practice/high yield instructional strategies to aid in curriculum	*Complete school wide instructional organizers, plans, and/or maps *Student work and assessment data	Both classroom and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and content area will use strategies (forms of RACES) to guide	No funding required.

Updated June 2023

Goal 1 (State your reading and math goal.): As of 2024, we met the previous set goal of 51% of all students will be proficient/distinguished in reading. Therefore, our new goal will be to have 53% of all students reaching proficiency in reading and 43% of all students reaching proficiency in math by May 2025. (increase of 2% each year for the remaining two years)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Implement Kagan Cooperative Learning Structures to support delivery of instruction and engagement	showcasing instructional strategies *Classroom observations and walk-throughs; PLC meetings with grade levels/content areas; Kagan coaching	instructional practices. Teachers, instructional coaches, and administrators will review student work and data in order to determine the effectiveness of school strategies. Instructional coach has a monthly meeting with Carol Lohkamp, Kagan facilitator, to share structures and success stories happening on our school level.	
	Instructional Needs (KWCP 2): Instructional needs are met and next steps for improvements are identified for Tier 1 and Tier 2.	*Plan and implement student engagement activities with a focus on Kagan structures *Encourage effective communication to guide instructional planning, student groups, etc.	*Data and assessment reports guide student groups and for station teacher *Student progress reports of individualized instruction	Classroom teachers, special education teachers, RTI resource teachers, and administration review data and instructional reports to provide guidance on student grouping. Small group instruction/station teaching lessons will provide the additional support necessary for interventions.	Federal funds (Title 1)
	Establish Learning Environment and Culture (KCWP 6)	*Integrate reading and math into other subjects, emphasizing their relevance in all areas of learning *Offer school wide programs to support reading and math such as Accelerated Reading and the annual Math Bowl and recognize student achievement *Maintain current school library where students develop a love for reading	*Lesson plans that reflect a focus on reading and math with best practices and high yield strategies *Nine week awards given to AR top readers and continued participation in annual Math Bowl *Student visits to library during Activity time	Teachers across grade levels and subjects can collaborate to share best practices in reading and math. This can be shared in PLC meetings. With these initiatives, the school can establish a strong schoolwide learning environment that promotes student engagement, achievement, and a lifelong love for reading and mathematics.	No funding required.

Updated June 2023

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):
As of 2024, we met the previous goal of 43% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 47% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 30% in science, 55% in social studies, and 58% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient/distinguished in all student groups will increase 2% by May 2025. Science 28% to 30% Social Studies 53% to 55% Writing 56% to 58%	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, and has components that support instruction and assessment.	*Utilize knowledge of best practice/high yield instructional best practices to aid in adjustments to curriculum.	*Completed curriculum maps and pacing guides aligned standards including instructional strategies and assessments.	To effectively implement the HQIR curriculum, teachers will use aligned curriculum maps and pacing guides that outline standards, instructional strategies, and assessments to be used. Classroom teachers and special education teachers will ensure the continued implementation of the new aligned curriculum for science, social studies, and writing.	No funding required
	Curriculum PLCSs (KCWP 1) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity. Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs and close gaps.	*Participate in curriculum alignment reviews that are part of the ongoing PLC process. *Hold regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct curriculum reviews/checks within the PLC. *Ensure that effective communication guides the instructional planning process	*PLC agendas and notes that show evidence of the planning and implementation of aligned curriculum maps/pacing guides along with notes from instructional coach * PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes to be made based on data	Classroom teachers, special education teachers, instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes made based on assessments and data. Furthermore, instructional strategies, and assessment. The implementation of the school curriculum will occur throughout the entire year with a district and school focus on HQIR.	No funding required
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms and school wide and are measured for effectiveness on student achievement.	*Plan strategically for the selection of high yield instructional strategies to be used in lessons. *Utilize knowledge of best practice/high yield instructional strategies to aid in curriculum	*Completed school wide instructional organizers *Student work and assessment data from instructional organizers and activities	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional of school wide instructional organizations. Each grade and content area will use organizers. Teachers, instructional coaches, and administration	No funding needed

Goal 2 (State your science, social studies, and writing goal.):
As of 2024, we met the previous goal of 43% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 47% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 30% in science, 55% in social studies, and 58% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Implement Kagan Cooperative Learning Structures to support delivery of instruction and engagement	*Classroom observations and walk-throughs; PLC meetings with grade levels/content areas; Kagan coaching	will review students' work and data to evaluate instructional organizers and determine effectiveness.	
	Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier I and Tier II.	*Plan for and implement student engagement activities related to content *Ensure effective communication between classroom teachers, special education teachers, and interventionists about student data and growth	*Small group rotation schedule with curriculum focus and engagement activities *Data and instructional assessment reports that guide student groups for small group rotations/station teaching *Student progress reports of individualized instruction	Classroom teachers, special education teachers, RTI resource teachers review data and instructional reports to provide guidance on student groupings and skill focus. Small group instruction will focus on specific needs and will provide additional support and intervention. Supplemental resources will be utilized for individual instruction.	Federal funds (Title 1) Generation Genius Study Island IXL
	Establish Learning Environment and Culture (KCWP 6) School culture and climate fosters a focus on high level thinking and learning.	*Create a supportive learning environment and culture for all subject areas *Establish a culture of inquiry where teachers incorporate lessons that allow students to connect learning to real-world issues and student issues.	*Equitable instruction time for all content areas *Lesson plans that display projects, hands on learning, and cooperative learning opportunities as students explore content	The school schedule will reflect instruction time for not only reading and math, but Science, Social Studies, and Writing as well. Teachers will foster classrooms that focus on inquiry and collaboration. Administration and teachers will review classroom engagement strategies in order to help students stay engaged, motivated, and focused on achievement and learning goals.	No funding needed

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring Novice/Apprentice in all content areas and with all student subgroups will decrease by 2% by May 2024. Reading will decrease from 46% to 44% Math will decrease from 59% to 57% Science will decrease from 72% to 70% Social Studies will decrease from 47% to 45% Writing will decrease from 44% to 42%	Curriculum PLCs (KCWP 1:) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs and close gaps.	*Ensure curricular alignment reviews are an ongoing action of the PLC planning process *Hold regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*PLC agendas and notes that show evidence of the planning and implementation of aligned curriculum maps/pacing guides along with notes from instructional coach * PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes to be made based on data	Classroom teachers, special education teachers, instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes made based on assessments and data. Furthermore, instructional strategies, and assessment. The implementation of the school curriculum will occur throughout the entire year with a district and school focus on HQIR.	Title Funds SEEK Funds
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms and school wide and are measured for effectiveness on student achievement. Instructional Needs (KCWP 2): Instructional needs are met and	*Regularly analyze student data to identify specific areas where students need additional support and adjust instruction accordingly. *Work closely with school counselors, special education teachers, and other support staff to provide comprehensive	*Evaluate assessments to determine if students retain information learned through effective instructional strategies. *Measure student engagement through observations and student feedback.	Classroom teachers, special education teachers, instructional coaches, and administration will remain intentionally focused on achievement gaps that exist in the school and closing those gaps. A variety of assessment data and trends within different population groups will be considered when planning instruction. Professional learning for teachers can be obtained in order to enhance instructional practices.	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	next steps for improvement are identified for Tier I and Tier II.	interventions for students with unique needs. *Ensure teachers have ongoing training on effective strategies for addressing the achievement gap and implementing differentiated instruction	*Reflect and analyze how differentiated instruction meets the needs of diverse learners.		
	Establish Learning Environment and Culture (KCWP 6:) Procedures and supports are in place in order to foster a positive learning culture and environment for all students	*Regularly monitor student progress and use data to inform adjustments to classroom practices and interventions *Work with colleagues to share strategies and best practices for creating an inclusive learning environment *Seek ongoing training to deepen understanding of culturally responsive pedagogy and effective methods for closing the achievement gap	*Analyze data by student subgroups (e.g., race, ethnicity, socioeconomic status) to identify specific areas where the achievement gap persists.	*Provide teachers with training on culturally responsive teaching, classroom management strategies, and positive behavior support to address specific needs of students experiencing the achievement gap. *Review curriculum materials to ensure relevance and accessibility for all students.	No funding required.

4: English Learner Progress

Goal 4 (State your English Learner goal.): All English Learner (EL) students at Jamestown Elementary will increase 1.5 levels (0.5 per year) by May 2025 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will increase .5 each year by May 2025 as measured by ACCESS.	Curriculum/Instruction: (KWCP 1 &2) Implementation of evidence based curriculum/program and effective high-yield strategies to ensure the intent of learning.	*Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students *Instructional modifications are based upon feedback gained from formative assessments *Develop assignments and activities to inform what comes next academically for individual groups of students	Monitoring measures are in place regarding placement and student progress of comprehension, listening, literacy, oral reading, speaking, and writing with support systems	EL Director, school administrators, and EL teachers/assistants will participate in PLCs and grade level meetings to discuss student progress monthly to determine next steps	Title I Title II
	Establish Learning Environment and Culture (KCWP 6:)	*Create safe and inclusive classrooms that celebrate diversity *Promote collaboration among students of different language backgrounds through group work and cooperative learning activities *Utilize technology platforms that support language development; some even embedded in our HQIR	Classroom displays that are culturally inclusive Lesson plans that show opportunities to collaborate as well as any adaptations to lesson to meet varying language proficiency levels Log of technology use for EL students	Classroom teachers will create a supportive and inclusive learning environment that fosters diversity. Bulletin boards and posters will reflect this effort. Students will participate in small group activities and are encouraged to share with the group. Technology will support English language learning.	No extra funding.

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the overall Quality of School Climate and Safely (QSCS) indicator from 78.4% to 81% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety (QSCS) indicator from 78.4% to 81% by May 2025.	School Culture and Climate (KCWP 6): Establish Learning Environment and Culture	*Provide training and implement and procedures about anti-bullying *Enable students to develop leadership roles with the school and/or classroom *Implement climate-building activities among staff and students	*Students learn and engage in social emotional learning each month in classroom visit from school counselor *Character class as part of JES Activity rotation *The JES Way|PBIS *Staff engagement and participation in fun dress up days, gratitude activities, *Hydration Station, goody tables, Secret Pals, and other opportunities to feel part of school family	Staff and students at JES are committed to establishing a positive learning culture and environment. Administrators, teachers, counselors, and community stakeholders provide intentional lessons and activities that focus on character and respect. Adults in the school will engage in activities that promote positive and caring relationships. The principal, with input from the staff, will schedule events to meet needs.	No funding required
	School Culture and Climate (KCWP 6): Establish Learning Environment and Culture that aligns with the QSCS	*Intentional discussion regarding the JES school culture and climate in student friendly language	*Class discussions of survey language	Revisit language, questions, and question stems that historically have caused problems for JES students on the QSCS	No funding required
	Communication and Support (KCWP 6:) Promote shared leadership opportunities among all	*Ensure that all potential resources are utilized to assist students and families to address any barriers to learning	*One Call for communication/Social Media/Facebook Page	Communication with families will be evidenced by newsletters, social media posts, one calls, Remind messages, Class Dojo, and phone calls made by	Family Resource Center Title 1

Goal 5 (State your climate and safety goal.): Increase the overall Quality of School Climate and Safely (QSCS) indicator from 78.4% to 81% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	shareholders in order to create a positive and supportive culture for learning	*Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the school	*Special notes sent home from school/JES postcards *Classroom teachers communicate with families using Remind and Class Dojo *Family Resource Center celebration of birthdays in addition to clothing help provided *Fall Festival and Christmas Extravaganza *LEADING Laker Fellowship	administrators, teachers, and other adults in the building. Our Fall Festival and Christmas Extravaganza provide for both educational and social opportunities In the area of teacher leadership, each school year JES will have one teacher participate in the LEADING Laker Academy which focuses on empowering other teachers.	