

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
 Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs)

- PLCs will use a PDSA model effectively to improve student learning.

Focus Area 2: Assessment

- Develop a balanced assessment system.

Focus Area 3: Acceleration

- Develop and implement standard-based instruction to accelerate learning.

Focus Area 4: Culture and Climate

- Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	75.2	+0.3
State Assessment Results in science, social studies, and writing	70.8	+1.4
English Learner Progress	28.7	-3.1
Quality of School Climate and Safety	67.2	+1.0
Postsecondary Readiness - <i>High School only</i>	NA	NA
Graduation Rate - <i>High School only</i>	NA	NA

1: State Assessment Results in Reading and Mathematics

By October 2028, Jessie Clark Middle School will increase the overall index of combined reading and math from 75.2 to 80.2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Reading to 63% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on close reading and other reading strategies.	Within the curriculum and across the school day, balance close reading and other types of reading instruction (volume of reading, reading to build content, etc.) to equip students with the knowledge and skills needed to become strong readers.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
By May 2025, Jessie Clark Middle School will increase P/D in Math to 59% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on questioning and varying forms of formative assessment.	Pose high-quality questions and problems to engage students in meaningful work and discussion and deliberately check for understanding.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

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

By October 2028, Jessie Clark Middle School will increase the overall index of combined science, social studies and writing from 70.8 to 75.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Science to 45% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	PLC's will design learning activities reflective of the learning intentions and success criteria.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
By May 2025, Jessie Clark Middle School will increase P/D in Social Studies to 60% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	PLC's will design learning activities reflective of the learning intentions and success criteria.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

By October 2028, Jessie Clark Middle School will increase the overall index of combined science, social studies and writing from 70.8 to 75.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Combined Writing to 63% as measured by KSA .	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	Integrate reading, writing, and content (science + social studies) with a focus on short answer and extended response.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will decrease novice in Reading to 15% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	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.	Design and implement a support course for students who do not qualify for RTI.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will decrease novice in Math to 15% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	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.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	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.	Design and implement a support course for students who do not qualify for RTI.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

4: English Learner Progress

By October 2028, every learner will increase their ACCESS composite score by 0.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase the English Learner Progress score to 45.	Professional learning on scaffolding instruction to support English Learners	EL teachers will participate in PLC's and push in to provide support for EL students in the content area	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

5: Quality of School Climate and Safety

By October 2028, Jessie Clark Middle School will increase the Quality of School Climate and Safety index score from 67.2 to 70.2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Jessie Clark Middle School will increase the quality of school climate and safety index to 75 as measured by KSA.	Increase student voice, provide more mentoring opportunities, and student groups	Implement a student mentoring program using the WEB platform for 8th graders to mentor our 6th grade students.	Quality School and Climate Survey results	School administrators and FRYSC will monitor through survey data	School level professional development funds from Sec. 6 Instructional budget
	PBIS Tier 1 Refresher	Strengthen PBIS Tier 1 Behavior Recognition and Rewards for students.	Quality School and Climate Survey results	School administrators and FRYSC will monitor through survey data	School level professional development funds from Sec. 6 Instructional budget

6: Family Engagement

By May 2028, JCMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, JCMS will develop a Family and Community Engagement Plan.	Implement the strategies developed in the plan	Develop a focus and short-term goals for implementation of FACE plan.	Family Survey Participation in school events	Principal, FACE lead	

Special Considerations for Targeted Support and Improvement (TSI) - Not applicable

Components of Turnaround Leadership Development and Support:

Consider: 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?

Response:

Identification of Critical Resources Inequities:

Consider: 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.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: 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.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: 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?

Response:

TSI 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), 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 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
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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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2024-2025 Phase One: Executive Summary for
Schools_09192024_12:48

2024-2025 Phase One: Executive Summary for Schools

Jessie M Clark Middle School
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2024-2025 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 2024) has 1006 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 2022. However, we continue to have achievement gaps within our special education population. Jessie Clark's current student demographic makeup is 62% white, 12% African American, 11% Hispanic, and 8% two or more races, and 8% Asian. Our English Learners make up 9% of our school and our students with special needs make up 9%.

Our students qualifying for free/reduced lunch have increased to an overall 34% of our student population over the past several years. Additionally, we are enrolling more students with special needs, including 93 students with Individualized Education Plans, 111 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. 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 2023. 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.

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. In one year our FCCLA students not only earned an invitation to their National Convention, but National honors in STAR Event Competitions including a top 10 finalist, three Gold medals and 1 Silver medal.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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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.

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

thesemeetings. 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.

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.

Our students with special needs and our English Learners continue to underperform compared to the school as a whole across all content areas.

Though we have score fluctuations within the categories, our overall scores maintain at a green level.

Students indicate they have trusted adults at school.

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.

Academics

- 37.6% of African American students scored novice in reading on the 2024 Fall MAP test. (28.2% in Fall of 2023)
- 36.8% of African American students scored novice in math on the 2024 Fall MAP test. (29.1 in Fall of 2023)
- 37.6% of African American students scored Proficient or Distinguished in reading on the 2024 Fall MAP test. (43.7% in Fall of 2023)
- 29.9% of African American students scored proficient or distinguished in math on the 2024 Fall MAP test. (37.9% in Fall 2023)
- 54.4% of students with special needs scored novice in reading on the 2024 Fall MAP test. (57.3% in Fall 2023)
- 49.4% of students with special needs scored novice in math on the 2024 Fall MAP test. (52% in Fall 2023)
- 24.1% of students with special needs scored Proficient or Distinguished in reading on the 2024 Fall MAP test. (28% in Fall 2023)
- 29.1% of students with special needs scored proficient or distinguished in math on the 2024 Fall MAP test. (26.6% in Fall 2023)
- 69.4% of English Learners scored novice in reading on 2024 Fall MAP test. (32.8% in Fall 2023)
- 50.6% of English Learners scored novice in math on 2023 Fall MAP test. (28.2% in Fall 2023)
- 2.4% of English Learners scored Proficient or Distinguished in math on the 2024 Fall MAP test. (50.8% in Fall 2023)
- 25.9% of English Learners scored Proficient or Distinguished in reading on the 2024 Fall MAP test. (38.5% in Fall 2023)

Percentages of students scoring novice within our special populations remains high.

Non-Academic

Our top 5 scores on the School Climate and Safety Survey were

- My teachers expect me to do my best all of the time. (80.4)
- If a student is bullied during school, there is a safe way to report it to an adult. (80.0)
- There is at least one adult from my school who listens to me when I have something to say. (79.5)
- Adults at my school work hard to make sure students are safe. (77.2)
- Adults from this school respect students' differences (i.e., gender, culture, race, religion, ability). (76.1)

Top areas for improvement were

- Bullying is not a problem for this school. (42.6)
- Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability). (45.8)
- Internet bullying is not a problem for this school. (49.3)
- I feel comfortable stating my opinion in class even if others disagree. (52.9)

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.

- English Learners (69.4%) and students with special needs (54.4%) scored novice in reading on the Fall 2024 MAP test.
- English Learners (47%) and students with special needs (64%) scored novice in reading on the Spring 2024 KSA.

- English Learners (50.6%) and students with special needs (49.4) scored novice in math on Fall 2024 MAP test.
- English Learners (37%) and students with special needs (46%) scored novice in math on Spring 2024 KSA.

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.

- Though our Combined Reading and Math Score for Spring 2024 is lower than 2023 is it still 4.5 points higher than it was in 2022, and we remain a Green rated school.
- Math had increases in P/D scores with all special populations.
- All special populations with the exception of students with special needs had decreases in novice scores with an overall increase of P/D scores by 3%.
- The Combined Writing novice scores decreased from 30% to 18% while P/D increased from 55% to 58%.

We were able to add an additional EL teacher this year with the purpose of pushing in to the content areas courses to support our students in the content setting. The EL teachers will attend PLC's and co-teach as well.

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

 24-2025 Jessie Clark School Key Elements Template (8)

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 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-2025 Jessie Clark School Key Elements Template (8)		• 7
 24-25 Jessie Clark School Key Elements Template		•



2024-2025 Phase Two: School Assurances_10072024_12:28

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

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

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 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

● 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 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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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).

Yes

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).

Yes

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.

Yes

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.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 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, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

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.**

Describe CDIP alignment:



The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[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 63% as measured by KSA. .
- By 2024, Jessie Clark Middle School will increase P/D in Math to 59% as measured by KSA..
- By 2024, Jessie Clark Middle School will increase P/D in Science to 45% as measured by KSA.
- By 2024, Jessie Clark Middle School will increase P/D in Social Studies to 60% as measured by KSA.
- By 2024, Jessie Clark Middle School will increase P/D in Combined Writing to 63%as measured by KSA .
- By 2024, Jessie Clark Middle School will decrease novice in Reading to 15% as measured by KSA.
- By 2024, Jessie Clark Middle School will decrease novice in Math to 15% as measured by KSA.
- By 2024, Jessie Clark Middle School will increase the English Learner Progress score to 45.

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?

- Common Unit Assessments
- Formative Assessments
- MAP
- ACCESS
- KSA

Who is responsible for gathering data?

- i. Professional learning agenda (PLC Template)



- ii. Teachers, school administrators
- iii. Each meeting as appropriate

How frequently will it be analyzed?

- 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

The targeted audience is all administrators, 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