2025-2026 JES Phase One: Continuous Improvement Diagnostic for Schools_09302025_13:46

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools 3

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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, 9/30/2025

2025-2026 JES Phase One: School Safety Report_09302025_13:48

2025-2026 Phase One: School Safety Report

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Table of Contents

2025-2026 Phase One: School Safety Report 3

2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency

action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct

contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes

2025-2026 JES Phase One: Executive Summary for Schools

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Zach Smith
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Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 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?

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 450 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 73.2% 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 82.2% of our student population is white (non-Hispanic), 9.7% Hispanic or Latino, 5.9% two or more races, and 2% identified as "other". Approximately 12.6% of the student population have an Individualized Education Plan (IEP) for disabilities other than speech. Another 17.3% of students have and IEP related to speech services, totaling 147 of 490 students who have an IEP at Jamestown Elementary School.

Our preschool and primary grade levels (K-1) are self-contained classes and grade levels 2-5 provide departmentalized instruction. We have 35 certified educators and 28 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 launched our PBIS systems with rebranding as "The JES Way" in 2024. 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 and the City of Jamestown 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.

JES Literacy Night (March): sponsored by JES and the JES Family Resource Center; an event where students and their families may engage in literacy-focused activities after school hours and enjoy refreshments.

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 supplementary 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.

The mission of Jamestown Elementary School is to empower every child to grow, learn, and thrive in a safe and welcoming community. Together with families, staff, and partners, we nurture curiosity, build character, and inspire a love of learning that prepares students for lifelong success.

Notable Achievements

Describe the school's notable achievements in the last three years.

Jamestown Elementary School received a GREEN overall achievement rating based on 2023-24 KSA scores. This was a promotion in status from the previous school year.

- 2024 Kentucky Teacher of the Year- Donnie Wilkerson
- 2024 Kentucky School Counselor of the Year- Lori Loy
- 2024 Kentucky SRO Rookie of the Year- Jamie Rogers

Jamestown Elementary School seeks to increase academic achievement in areas of reading and math. There are educators in our school building who are engaged in regional and state initiatives to provide ongoing professional learning such as LETRS and the Kentucky Numeracy Alliance.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Jamestown Elementary School is always looking for areas to improve the education and contribute to the success of our students and families. Initiatives that JES has prioritized to help us achieve our mission and vision include:

- PBIS (Positive Behavior Interventions and Supports)
- MTSS (Multi-Tiered Systems of Supports) related to the whole child (academic, social-emotional, and behavior) success of students.

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

The 2024-25 KSA results indicated the following:

- Grade 3 Reading: 40% Proficient/Distinguished
- Grade 3 Math: 41% Proficient/Distinguished
- Grade 4 Reading: 51% Proficient/Distinguished
- Grade 4 Math: 44% Proficient/Distinguished
- Grade 5 Reading: 46% Proficient/Distinguished
- Grade 5 Math: 40% Proficient/Distinguished

Our school continues to seek opportunities to improve our teaching craft, strengthen our instruction, provide opportunity for collegial conversation, and make positive gains in areas of literacy and math.

Additional Information

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

At our core, Jamestown Elementary is steeped in community pride! Our close knit community and hometown values foster a sense of belonging and trust in our community. We hope to contribute to a thriving community by fostering a love of learning in future generations.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 JES Phase Two: School Assurances

2025-2026 Phase Two: School Assurances

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Zach Smith
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Table of Contents

2025-2026 Phase Two: School Assurances 3

2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve 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)

2025-2026 Phase Two: The Needs Assessment for Schools

2025-2026 Phase Two: The Needs Assessment for Schools

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

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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools 3

2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where 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. 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

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

4. 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 will your results inform this year's plan?

High Quality Instructional Resources

High Quality Instructional Resources (HQIR) continue to provide curriculum and programs that are vetted and evidence-based. Our school is working to design strong Tier 1 instruction that utilizes HQIR.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

ACADEMIC DATA

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

2025 KSA Results (assessed in May 2025)

Grade 3 (current Grade 4 students) : 40% P/D in Reading

Grade 3 (current Grade 4 students) : 41% P/D in Math

Grade 4 (current Grade 5 students) : 51% P/D in Reading

Grade 4 (current Grade 5 students) :44 % P/D in Math

Grade 4 (current Grade 5 students) : 44% P/D in Science

Grade 5 (current Grade 6 students) : 46% P/D in Reading

Grade 5 (current Grade 6 students) : 40% P/D in Math

Grade 5 (current Grade 6 students) : 43% P/D in Social Studies

Grade 5 (current Grade 6 students) : 51% P/D in Editing & Mechanics

Grade 5 (current Grade 6 students) : 55% P/D in On-Demand Writing

BEHAVIOR DATA

Office Disciple Referrals (ODR)

2023-2024 School ODRs as of November 1, 2023: 18

2023-2024 School Year TOTAL ODRs as of May 24, 2024: 48 (Bus Included)

2024-2025 School Year ODRs as of November 1, 2025: 6

2024-2025 School Year TOTAL ODRs as of May 24, 2025: 23

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

ACADEMIC

FALL 2025 MAP (%P/D)

As of November 1, 2025, 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: 29.4% are projected to reach proficiency in Reading
- Grade 2: 39.7% are projected to reach proficiency in Math
- Grade 3: 37.2% are projected to reach proficiency in Reading
- Grade 3: 35.9% are projected to reach proficiency in Math
- Grade 4 :54.2% are projected to reach proficiency in Reading
- Grade 4: 31.9% are projected to reach proficiency in Math
- Grade 4: 47.3% are projected to reach proficiency in Science
- Grade 5: 39.6% are projected to reach proficiency in Reading
- Grade 5: 20.7% are projected to reach proficiency in Math
- Grade 5: 63.5% are projected to reach proficiency in Language (Editing & Mechanics)

As a result of prioritizing the design of effective Tier 1 instruction, 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, 2025, JES has not experienced a significant number of office discipline referrals. The number of bus referrals at JES has decreased significantly from last year. Students have the opportunity to earn attendance to the monthly JES Jam for showing positive behavior.

Office Discipline Referrals (ODR)

- 2025-2026 School Year ODRs as of November 1, 2025: 6

Bus Referrals

- 2025-2026 School Year Bus Referrals as of November 1, 2025: 5

With strong implementation of PBIS systems and by focusing on Tier 1/ schoolwide expectations, we expect to see a continued reduction of Office Discipline Referrals.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

In 2025, Jamestown Elementary scored **80.9** on the state indicator for Quality of School Climate & Safety Survey, a component of the Kentucky Summative Assessment.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Area of Strength #1: Quality of School Climate and Safety Survey

- The most recent QSCS Survey results highlight this area as one of our clear strengths with a score of 80.9, an increase from 78.4. These results affirm that our shared commitment to maintaining a safe and welcoming environment is making a real difference.

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

- High Quality Instructional Resources (HQIR) continue to provide curriculum and programs that are vetted and evidence-based. Our school is working to deign strong Tier 1 instruction that utilizes HQIR.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Jamestown Elementary School will continue to foster partnerships with various stakeholders and families of students to contribute to a positive climate and culture.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Our school and district is committed to deploying standards with High Quality Instructional Resources. With this commitment, we believe our teachers have the opportunity to use the best evidence based curriculums and programs to instruct students.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Our school and district is committed to deploying standards with High Quality Instructional Resources. With this commitment, we believe our teachers have the opportunity to use the best evidence based curriculums and programs to instruct students.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 JES Phase Three: Comprehensive School Improvement Plan

2025-2026 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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Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name

2025-26 JES Comprehensive School Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
2025-26 JES Comprehensive School Improvement Plan	CSIP adopted by JES SBDM Council on 11/25/25.	• 1

Jamestown Elementary School

2025-26 Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Increase proficiency in all accountables areas by 2% as measured by the state assessments in May 2026.

Strategy:

KCWP 1 KCWP 2	Design & deploy standards Design & deliver instruction
• Use a structured process to check the alignment between instruction and our high-quality instructional resources (HQIR).	

KCWP 5	Design, align, deliver support processes
• Using a multi-tiered delivery of support for students who struggle to meet grade-level academic benchmarks.	

Activities:
KCWP 1 & 2

1. Visiting classrooms, gathering evidence, and reviewing student work, to ensure our instructional practices stay strong and responsive.
2. Develop a protocol through the use of professional learning communities (PLC) and common grade level planning in which teachers will collaborate to design rigorous instruction, create meaningful learning experiences, analyze benchmark/diagnostic data, and success criteria.
3. Establish a process for vertical curriculum alignment to identify and address instructional gaps and calibrate understanding of standards progression.

KCWP 5

4. Refine a multi-tiered system of supports, driven by data (e.g., universal screener, diagnostic and progress monitoring, student surveys) that addresses the social-emotional, academic and behavioral needs of all students.

Progress Monitoring:
School administrators and the instructional coach will perform quarterly walkthroughs to look for evidence of HQIR implementation and evidence-based instructional strategies and resources. *Review of walkthrough data at weekly administration meetings and feedback as needed will measure success of implementation.*

- School administrators, the instructional coach, and teacher teams will meet monthly in the form of professional learning communities (PLC) with an agenda that includes purposeful action items related to meeting instructional needs of students including, but not limited to additional resources, technology integration, cooperative learning, data, and assessments. *Agendas and sign-in forms will document topics of discussion and teacher attendance.*
- School administrators, the instructional coach, the intervention team, and relevant stakeholders will analyze student benchmarking data (August, December, and March) to determine eligibility for Tier 2 & 3 academic supports in Reading and Math

Funding:

Activity	Funding Source	Amount	Description
1	NO FUNDING	$0	• Use the agreed upon walkthrough tool. • Create time and space for feedback.
2	Title I / II (Federal)	$8,670.50	Benchmark & Diagnostic Assessment Tools • MAP Growth (Reading, Math & Language Usage) $6,626.50 • MAP Reading Fluency $1,824.00 • MAP Growth (Science) $220.00
3	Title V (Federal)	$7,282.50	Supplemental Instructional Resources • IXL (ELA, Math, Science, Social Studies) $5,287.50 • Generation Genius (Math & Science) $1,995
4	Title I / II (Federal)	$2,040.00	Academic Interventionists • Interventionist 1 (17 Days)
4	ESS Daytime Waiver	$12,258.00	Academic Interventionists • Interventionist 1 (41 Days) • Interventionist 2 (94 Days)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Students of Jamestown Elementary School will increase proficiency in reading and math. JES students will achieve 52% proficient/distinguished in reading and 48% proficient/distinguished in math on the 2028 state assessment.

Objective(s):

Students of Jamestown Elementary School will increase proficiency in reading and math. JES students will achieve 46% proficient/distinguished in reading and 44% proficient/distinguished in math on the 2026 state assessment.

Strategy:

KCWP 1 KCWP 2	Design & deploy standards Design & deliver instruction
• Use a structured process to check the alignment between instruction and our high-quality instructional resources (HQIR).	

Activities:

KCWP 1 and 2

1. Visiting classrooms, gathering evidence, and reviewing student work, to ensure our instructional practices stay strong and responsive.
2. Develop a protocol through the use of professional learning communities (PLC) and common grade level planning in which teachers will collaborate to design rigorous instruction, create meaningful learning experiences, analyze benchmark/diagnostic data, and success criteria.

Progress Monitoring:

- School administrators and the instructional coach will perform quarterly walkthroughs to look for evidence of HQIR implementation and evidence-based instructional strategies and resources. *Review of walkthrough data at weekly administration meetings and feedback as needed will measure success of implementation.*
- School administrators, the instructional coach, and teacher teams will meet monthly in the form of professional learning communities (PLC) with an agenda that includes purposeful action items related to meeting instructional needs of students including, but not limited to additional resources, technology integration, cooperative learning, data, and assessments. *Agendas and sign-in forms will document topics of discussion and teacher attendance.*

Funding:

Activity	Funding Source	Amount	Description
1	NO FUNDING	$0	• Use the agreed upon walkthrough tool. • Create time and space for feedback.
2	Title I / II (Federal)	$8,670.50	Benchmark & Diagnostic Assessment Tools • MAP Growth (Reading, Math & Language Usage) $6,626.50 • MAP Reading Fluency $1,824.00 • MAP Growth (Science) $220.00

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No