Comprehensive District Improvement

Plan

Jenkins Independent

9409 Hwy 805
Jenkins, KY 41537

TABLE OF CONTENTS

Phase II - Assurances - District

Phase II - Compliance and Accountability - Districts

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Parental Involvement and Support--Lack of parental involvement is mostly impacted by students coming from broken homes. Approximately 47% of our students are not being raised by their parents.

Attendance Concerns--Presently, our district attendance rate is 93.4% and continually drops as the school year progresses. Last year, JIS ended with 92%. Trend data indicates that attendance has been a major concern for the last five years.

Declining Enrollment--Since 2008, our enrollment has steadily declined. In 2007, our enrollment was approximately 600 kids. Presently, we have 452 kids in the district. This decline in enrollment can be attributed to loss of job opportunities in the area.

Maintaining Highly Qualified Teachers--Teacher turnover is high here. About 28% of our staff is qualified as new. This number has been representative of our district for the last 4-5 years.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

What sources of data were used to determine the barriers?

Surveys

Attendance Reports

Staff Turnover Over the Years

What are the root causes of those identified barriers?

Lack of parental involvement is mostly impacted by students coming from homes where they are raised by someone other than their parents.

The root cause for poor attendance is that families exhibit educational empathy as is evidenced by the number of times students are tardy, check out early, and miss school without reason.

The main cause for the high teacher turnover in JIS is location. Due to the rural, isolated location of the district, the school is not conducive to retaining staff who do not live in the district. Many teachers work here until they can get a job in their home districts.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		Jenkins Independent Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Jenkins Independent School District will provide equitable access to all Jenkins Independent students.

Measurable Objective 1:

collaborate to provide equitable access to all students by 06/30/2017 as measured by the percent of low socioeconomic students receiving or having access to instruction by highly qualified staff.

Strategy1:

Equitable Access - Teachers will be recruited through district leadership attending college job/career fairs and strenuous interview process.

Category: Continuous Improvement

Research Cited:

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using district leadership staff, teachers will be recruited from colleges and universities.	Recruitment and Retention	03/01/2017	06/30/2017	$1500 - Title II Part A	District Administrative Staff

Strategy2:

Retention of Highly Qualified Staff - Staff will receive job embedded training and learning opportunities.

Category: Continuous Improvement

Research Cited:

Activity - Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will provide necessary trainings as indicated by student formative assessment scores, student work sample analysis and observations.	Academic Support Program	07/11/2016	06/30/2017	$1500 - Title II Part A	District and School Leadership

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	No school in the district has failed to meet its gap target for two (2) consecutive years.		

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Jenkins Independent School System school and district leadership teams analyzed a plethora of resources: the KDE District Report Card, STAR data, MAP data, TELL survey, and other non-academic data. Through the priority needs assessment and our desire to prepare our students for college and career readiness, the district developed the Comprehensive District Improvement Plan to address the needs of all student populations. The analysis of the Jenkins Independent School needs assessment determined that reading and math are our priorities since 38% of elementary students and 52% of middle school students scored at the novice and apprentice levels in reading; and 41% of elementary students and 66% of middle school students scored at the novice and apprentice levels in math. At the high school level, 54% scored at the novice and apprentice levels in English and 64% in math.

Our school is making some gains in math and reading, but the middle school shows greater deficits in these areas than the elementary or high school. The school will focus on research-based strategies in all classrooms with careful monitoring of these strategies by the administrators and district leadership team.

The data tells us that a stronger core instructional framework is needed founded on research-based strategies. The data does not tell us any extenuating factors that influenced student performance on the day of the test.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The data indicate the following strengths for JIS:

1. Elementary reading for the district was 61.5% which was above the state average of 56%; elementary math was 57.8% which was above the state average of 51.8%. In elementary, Language Mechanics was 56.8% which was above the state average of 51.9%.

Jenkins Independent School District provides high quality, job-embedded professional development to all staff members. We also provide ongoing, job-embedded professional development in the core area to our teachers through the PLC process and the roll of the new professional growth and evaluation system through activities at both the school and district level. As part of the Appalachian renaissance (ARI), we have received funding Kentucky Valley Cooperative to implement personalized learning and develop a one-to-one technology initiative as a vehicle for implementation. Teaching and learning are occurring at a more rigorous level ensuring our students will be well prepared to compete in a global economy. In an effort to increase the number of students who are college and career ready, Jenkins Independent School has placed a strong focus on those students who are on the vocational track as well as those who are college bound.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The longevity of the Jenkins Independent School District depends on student success in core academics such as reading and math, having students college and career ready, and producing quality graduates who can competitively compete in a technological world. In order to accomplish these goads, our school and district will place a strong emphasis on the instruction that occurs at all grade levels in reading and math. We will embed technology in classes and strive to gain a greater ratio of 1:1 devices. As the students receive high-level instruction, teachers will assess and monitor student progress using research-based tools. As a district, we strive for continual improvement.

Additionally, teachers will be trained on formative assessment strategies and ways to adjust instruction to better meet the needs of struggling students in smaller increments to ensure student success in all areas.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Jenkins Independent School District uses MAP assessments to benchmark and monitor student growth in reading and math in grades K-10. Based on the data from the MAP reports, RtI groups are formed for all students in grades K-8. These groups are flexible and allow students to move in and out as necessary. Teachers monitor student success through weekly progress monitoring. Additionally, students in grades K-5 work in learning stations at least four times each week to practice skills. In grades 3-8, the ESS and GEAR UP tutors are employed to individualize instruction for any student scoring at or below apprentice levels. For the high school, ACT TorchPrep is being used to help prepare students to be college ready. CCR math classes are offered as well as in-class interventions.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Recently, GEAR UP has provided our district with a 9th grade CCR guide. This person will work one-on-one with all 9th grade students to improve attendance and impact College and Career Readiness. Additionally, formative assessment and instructional strategy training will be conducted for all teachers.

Plan for Comprehensive District Improvement Plan 2016-2017

Overview

Plan Name

Plan for Comprehensive District Improvement Plan 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Jenkins Independent School District will provide equitable access to all Jenkins Independent students.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$3000
2	Career Options	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
3	Jenkins Independent School District will reduce the number of students scoring novice in reading and math by 50% by June 2020	Objectives: 2 Strategies: 8 Activities: 11	Organizational	$0
4	Jenkins Independent School District will increase the averaged, combined reading and math KPREP scores for elementary students from 60.3 to 69.2; middle school from 41.0 to 67.5; and the High School End of Course achievement score from 40.5 to 67.9 by Jun	Objectives: 2 Strategies: 4 Activities: 9	Organizational	$0
5	Jenkins Independent School will increase the number of gap students scoring proficient in reading and math by 10% as evidenced by KPREP and EoC assessments by October 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	JIS will implement the PDAS process to involve all stakeholders in the decision-making process.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Jenkins Independent School District will provide equitable access to all Jenkins Independent students.

Measurable Objective 1:

collaborate to provide equitable access to all students by 06/30/2017 as measured by the percent of low socioeconomic students receiving or having access to instruction by highly qualified staff.

Strategy 1:

Equitable Access - Teachers will be recruited through district leadership attending college job/career fairs and strenuous interview process.

Category: Continuous Improvement

Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using district leadership staff, teachers will be recruited from colleges and universities. Schools: All Schools	Recruitment and Retention	03/01/2017	06/30/2017	$1500	Title II Part A	District Administrative Staff

Strategy 2:

Retention of Highly Qualified Staff - Staff will receive job embedded training and learning opportunities.

Category: Continuous Improvement

Activity - Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will provide necessary trainings as indicated by student formative assessment scores, student work sample analysis and observations. Schools: All Schools	Academic Support Program	07/11/2016	06/30/2017	$1500	Title II Part A	District and School Leadership

Goal 2: Career Options

Measurable Objective 1:

achieve college and career readiness during the 2016-2017 school year by 06/30/2017 as measured by ACT, KOSSA, and Graduation Rate.

Strategy 1:

Career Options - There will be a greater focus on student attendance. The DPP and school staff will work with families and students to keep students in school on a

regular basis. There will be a strong emphasis on ACT preparation by using ACT bell ringers, developing an interventions list of students who require extra instruction. Using after school ESS tutors to provide intense instruction for students not meeting progress monitoring goals. Employing the ACT Torchprep program to teach test-taking skills to students and to provide students will practice on KOSSA like concepts.

Category: Career Readiness Pathways

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DPP and school staff will closely monitor student attendance, conduct meetings with parents/families and students and offer preventive measures (seeing the nurse, etc.) to students to improve attendance. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	DPP, principals, teachers

Activity - ACT Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use ACT-like assessments every two weeks. The results will drive instructional changes/decisions. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers and principals

Activity - ACT Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student understanding of ACT concepts using bell ringers from ACT materials. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers and principals

Activity - KOSSA Career Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use KOSSA like materials to teach and monitor student career readiness. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers and principals

Goal 3: Jenkins Independent School District will reduce the number of students scoring novice in reading and math by 50% by June 2020

Measurable Objective 1:

increase student growth 50% of all students will increase student growth by reducing the number of students scoring at the novice levels in reading by 06/30/2017 as measured by MAP and STAR administered three times a year .

Strategy 1:

Name and Claim NR - Teachers will develop a "Name and Claim" list that identifies students who are not meeting benchmark. The teachers will design a plan of intervention for the students and will monitor their progress through formative assessments.

Category: Continuous Improvement

Activity - Name and Claim NR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team and teachers will monitor MAP and STAR data as well as Formative Assessments to make informed decisions regarding the necessary academic support for each student. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Prinicpals

Activity - Data Deliveries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Days will be determined. During this time, teachers will conference with students during school and parents during Open House keeping them informed of student's current performance level and goals will be set for each student. Schools: All Schools	Academic Support Program	11/11/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Activity - Reading and Math Data Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Math teachers will create data walls based on the students' MAP assessment data for each class. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on the most current MAP data. This will enable the students to be able to see if they have grown, set goals, and aim for proficiency. Schools: All Schools	Academic Support Program	09/09/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Strategy 2:

RtI Implementation - RtI will be implemented at all grade levels. Procedures for RtI will be implemented by the District Leadership Team.

Category: Continuous Improvement

Activity - RtI Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students scoring below benchmark will receive daily RtI and core instruction. The district will use ESS and GEAR UP tutors to offer additional interventions for students. Schools: All Schools	Academic Support Program	10/03/2016	06/30/2017	$0	No Funding Required	Teachers, Tutors, Principals

Strategy 3:

Effective Progress Monitoring - A system of checks and balances will be in place for district leadership to monitor the progress monitoring tools, frequency of the monitoring, and the instructional adjustments made once progress monitoring results are analyzed.

Category: Continuous Improvement

Activity - Monitoring of Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Since teachers will be conducting Progress Monitoring and adjusting RtI groups as necessary, the District will examine student RtI folders to analyze the types of progress monitoring conducted, the types of interventions offered, and the results. Schools: All Schools	Academic Support Program	11/14/2016	06/30/2017	$0	No Funding Required	Instructional Supervisors Principals

Strategy 4:

Bellringers - KPREP /EOC/ACT-like bell ringers for reading will be used to enable students to make sense of the kinds of questions they will see on the assessments.

Category: Learning Systems

Activity - Bi-weekly bell ringer on grammar and punctuation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly bell ringers on grammar and punctuation will be given to students to assist in increasing their scores on reading assessments. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Measurable Objective 2:

increase student growth of 50% of all students in math by meeting benchmark scores on MAP by 06/30/2017 as measured by MAP assessments given three times a year.

Strategy 1:

Name and Claim Math NR - Leadership team and teachers will monitor MAP data to make informed decisions about academic support for all students.

Category: Continuous Improvement

Activity - Data Deliveries Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Days will be determined. During this time, teachers will conference with students during school and parents after school to inform them of their child's present academic levels and to set goals. Schools: All Schools	Academic Support Program	11/11/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Activity - Data Walls Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Reading/Math teachers will create a Reading/Math Data Wall based on each student's current school year's MAP assessment data for each of their classes. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on how the students have scored at each scheduled MAP testing date (Fall, Winter, and Spring). This will allow students to be able to selfmonitor their progress throughout the school year. Students will be able to see if they have grown and if they are meeting the proficiency benchmark of their current grade level in each subject area. Schools: All Schools	Academic Support Program	09/01/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Strategy 2:

RtI Math - RtI will be implemented at all grade levels in math.

Category: Continuous Improvement

Activity - RtI Math all grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students performing on a Novice level will receive daily RtI in addition to their regular blocks of instruction. Student RtI groupings will be flexible and based upon Progress Monitoring information. ESS and GEAR Up tutors will assist with RtI Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Strategy 3:

Progress Monitoring Math RtI - Progress Monitoring will be conducted to ensure that RtI is effective.

Category: Continuous Improvement

Activity - Progress Monitoring Math RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete progress monitoring assessments twice per week on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. RtI folders will also be maintained and reviewed with the studen Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Principals and Leadership Team

Strategy 4:

Automaticity - The use of bell ringers and timed math exercises will improve student thinking and mathematical computation.

Category: Learning Systems

Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will empower students to complete and score automaticity exercises as bell ringers in an effort to increase speed with computation and application of math facts. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Goal 4: Jenkins Independent School District will increase the averaged, combined reading and math KPREP scores for elementary students from 60.3 to 69.2; middle school from 41.0 to 67.5; and the High School End of Course achievement score from 40.5 to 67.9 by Jun

Measurable Objective 1:

demonstrate a proficiency of 80% of all students on reading benchmark scores by 06/30/2017 as measured by MAP assessments given three times a year.

Strategy 1:

Formative Assessments - Formative Assessments aligned to Kentucky Academic Standards, Quality Core Standards, ACT and KOSSA will be administered to students twice each month to monitor specific ongoing progress. MAP will be given three times per year and used as a diagnostic tool in targeting specific learning deficiencies.

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive trainings during PLC meetings to create Formative Assessments that are aligned to the KAS and are congruent to the KPREP, ACT, EoC. Teachers will be trained to ensure classroom assignments are rigorous and congruent to standards. Schools: All Schools	Professional Learning, Academic Support Program	10/03/2016	06/30/2017	$0	No Funding Required	Principals, Teachers, Instructional Supervisors

Strategy 2:

Progres Monitoring - Teachers will use a variety of RtI strategies to improve combined reading proficiency. MAP data will be used to develop student groups and progress monitoring will be conducted twice each week.

Category: Continuous Improvement

Activity - MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

MAP Data will be used to group students in an effort to meet individual student's learning needs. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers and Principals

Activity - Progres Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct progress monitoring twice each week in order to effectively adjust instruction to meet student needs. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-3 will collaborate to develop flexible groups of the lowest 25% performing students based on their instructional needs in reading. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	Race to the Top	Teachers Principals

Activity - Tyner Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-1 will use the Tyner Leveled Reading groups to address student needs in reading. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and middle school teachers will use Study Island program to offer individualized reading interventions and enrichments. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Elemers Principals

Measurable Objective 2:

demonstrate a proficiency 80% of all students in math by meeting declared benchmark scores by 06/30/2017 as measured by MAP assessments given three times a year.

Strategy 1:

Congruency to Standards - Formative Assessments aligned with the KAS and Quality Core will be given twice a week to monitor specific on-going progress. MAP assessments will be given three times per year and used as a diagnostic tool for targeting learning deficiencies and planning appropriate instruction.

Category: Continuous Improvement

Activity - Formative Assessment Congruency Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will be trained during PLC meetings on how to create formative assessments that are aligned to KAS and Quality Core and are similar to KPREP, EOC and ACT assessments. Additionally, teachers will be trained in aligning classroom activities to the standards.

Schools: All Schools | Professional Learning, Academic Support Program | 08/08/2016 | 06/30/2017 | $0 | No Funding Required | Teachers Principals Instructional Supervisors |

Strategy 2:

Tutoring - GEAR UP and ESS tutors will provide interventions for all students who score below benchmark in reading or math.

Category: Continuous Improvement

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island Program to provide interventions and enrichment to students who are not meeting goals on benchmark or formative assessments in math. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Activity - MAP and Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the data from MAP and formative assessments to form flexible groups for math interventions. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Goal 5: Jenkins Independent School will increase the number of gap students scoring proficient in reading and math by 10% as evidenced by KPREP and EoC assessments by October 2017

Measurable Objective 1:

demonstrate a proficiency of a 10% increase of economically disadvantaged students in mathematics by 06/30/2017 as measured by by KPREP and EoC assessments.

Strategy 1:

Individualized Instruction - Teachers will intentionally schedule time for gap students, who are not scoring proficient in reading or math, to receive small group tutoring and work at their own pace on instructional programs.

Category: Continuous Improvement

Activity - GAP Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ESS, GEAR UP, EoC and peer tutors will offer individualized assistance to reading and math gap students.

Schools: All Schools | Academic Support Program | 10/10/2016 | 06/30/2017 | $0 | No Funding Required | Teachers Principals |

Activity - Technology-Based Individualized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap students who are not scoring at the proficient level in reading or math will work at their own pace on Study Island, PLATO, Accelerated Reader, IXL, Reading Eggs, Capstone, Moby Max, ReadWorks, NEWS ELA, iCurio, and www.noredink.com Schools: All Schools	Academic Support Program	10/10/2016	06/30/2017	$0	No Funding Required	Teachers Principals

Goal 6: JIS will implement the PDAS process to involve all stakeholders in the decision-making process.

Measurable Objective 1:

collaborate to include all stakeholders in school decision making in order to foster continuous improvement by 06/30/2017 as measured by Increase in Teacher Voice/Ownership according to the TELL Survey Results.

Strategy 1:

PDAS Teams - Three district teams will be formed: Passion, Pride, and Performance. The teams will be comprised of principals, teachers, and district representatives and will examine school culture, student performance on achievement tests, and other non-cognitive data such as attendance. The team will examine root causes for low performance and develop strategies for continuous improvement.

Category: Continuous Improvement

Activity - PDAS Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet, examine the data, and identify next steps Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	$0	No Funding Required	administrators, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bi-weekly bell ringer on grammar and punctuation	Bi-weekly bell ringers on grammar and punctuation will be given to students to assist in increasing their scores on reading assessments.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
RtI Math all grades	All students performing on a Novice level will receive daily RtI in addition to their regular blocks of instruction. Student RtI groupings will be flexible and based upon Progress Monitoring information. ESS and GEAR Up tutors will assist with RtI	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Monitoring of Progress Monitoring	Since teachers will be conducting Progress Monitoring and adjusting RtI groups as necessary, the District will examine student RtI folders to analyze the types of progress monitoring conducted, the types of interventions offered, and the results.	Academic Support Program	11/14/2016	06/30/2017	$0	Instructional Supervisors Principals
PDAS Teams	Teams will meet, examine the data, and identify next steps	Academic Support Program	08/08/2016	06/30/2017	$0	administrators, teachers
Attendance	The DPP and school staff will closely monitor student attendance, conduct meetings with parents/families and students and offer preventive measures (seeing the nurse, etc.) to students to improve attendance.	Academic Support Program	08/08/2016	06/30/2017	$0	DPP, principals, teachers
Data Deliveries	Data Days will be determined. During this time, teachers will conference with students during school and parents during Open House keeping them informed of student's current performance level and goals will be set for each student.	Academic Support Program	11/11/2016	06/30/2017	$0	Teachers Principals
Reading and Math Data Walls	Reading and Math teachers will create data walls based on the students' MAP assessment data for each class. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on the most current MAP data. This will enable the students to be able to see if they have grown, set goals, and aim for proficiency.	Academic Support Program	09/09/2016	06/30/2017	$0	Teachers Principals
MAP Data	MAP Data will be used to group students in an effort to meet individual student's learning needs.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and Principals

ACT Progress Monitoring	Teachers will monitor student understanding of ACT concepts using bell ringers from ACT materials.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
Progres Monitoring	Staff will conduct progress monitoring twice each week in order to effectively adjust instruction to meet student needs.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Tyner Reading Groups	Teachers in grades K-1 will use the Tyner Leveled Reading groups to address student needs in reading.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Formative Assessment Congruency Training	Teachers will be trained during PLC meetings on how to create formative assessments that are aligned to KAS and Quality Core and are similar to KPREP, EOC and ACT assessments. Additionally, teachers will be trained in aligning classroom activities to the standards.	Professional Learning, Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals Instructional Supervisors
RtI Small Groups	All students scoring below benchmark will receive daily RtI and core instruction. The district will use ESS and GEAR UP tutors to offer additional interventions for students.	Academic Support Program	10/03/2016	06/30/2017	$0	Teachers, Tutors, Principals
ACT Benchmark	Teachers will use ACT-like assessments every two weeks. The results will drive instructional changes/decisions.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
Math Interventions	Teachers will use Study Island Program to provide interventions and enrichment to students who are not meeting goals on benchmark or formative assessments in math.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Progress Monitoring Math RtI	Teachers will complete progress monitoring assessments twice per week on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. RtI folders will also be maintained and reviewed with the studen	Academic Support Program	08/08/2016	06/30/2017	$0	Principals and Leadership Team
Name and Claim NR	Leadership team and teachers will monitor MAP and STAR data as well as Formative Assessments to make informed decisions regarding the necessary academic support for each student.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Prinicpals
Data Deliveries Math	Data Days will be determined. During this time, teachers will conference with students during school and parents after school to inform them of their child's present academic levels and to set goals.	Academic Support Program	11/11/2016	06/30/2017	$0	Teachers Principals
Technology-Based Individualized Learning	Gap students who are not scoring at the proficient level in reading or math will work at their own pace on Study Island, PLATO, Accelerated Reader, IXL, Reading Eggs, Capstone, Moby Max, ReadWorks, NEWS ELA, iCurio, and www.noredink.com	Academic Support Program	10/10/2016	06/30/2017	$0	Teachers Principals
Formative Assessments	Teachers will receive trainings during PLC meetings to create Formative Assessments that are aligned to the KAS and are congruent to the KPREP, ACT, EoC. Teachers will be trained to ensure classroom assignments are rigorous and congruent to standards.	Professional Learning, Academic Support Program	10/03/2016	06/30/2017	$0	Principals, Teachers, Instructional Supervisors

Comprehensive District Improvement Plan

Jenkins Independent

Study Island	Elementary and middle school teachers will use Study Island program to offer individualized reading interventions and enrichments.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
KOSSA Career Ready	Teachers will use KOSSA like materials to teach and monitor student career readiness.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
GAP Tutoring	ESS, GEAR UP, EoC and peer tutors will offer individualized assistance to reading and math gap students.	Academic Support Program	10/10/2016	06/30/2017	$0	Teachers Principals
Automaticity	Teachers will empower students to complete and score automaticity exercises as bell ringers in an effort to increase speed with computation and application of math facts.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
MAP and Progress monitoring	Teachers will use the data from MAP and formative assessments to form flexible groups for math interventions.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Data Walls Math	Reading/Math teachers will create a Reading/Math Data Wall based on each student's current school year's MAP assessment data for each of their classes. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on how the students have scored at each scheduled MAP testing date (Fall, Winter, and Spring). This will allow students to be able to selfmonitor their progress throughout the school year. Students will be able to see if they have grown and if they are meeting the proficiency benchmark of their current grade level in each subject area.	Academic Support Program	09/01/2016	06/30/2017	$0	Teachers Principals
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruitment	Using district leadership staff, teachers will be recruited from colleges and universities.	Recruitment and Retention	03/01/2017	06/30/2017	$1500	District Administrative Staff
Retention	District and school leadership will provide necessary trainings as indicated by student formative assessment scores, student work sample analysis and observations.	Academic Support Program	07/11/2016	06/30/2017	$1500	District and School Leadership
				Total	$3000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Grouping	Teachers in grades K-3 will collaborate to develop flexible groups of the lowest 25% performing students based on their instructional needs in reading.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals

Total $0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruitment	Using district leadership staff, teachers will be recruited from colleges and universities.	Recruitment and Retention	03/01/2017	06/30/2017	$1500	District Administrative Staff
Retention	District and school leadership will provide necessary trainings as indicated by student formative assessment scores, student work sample analysis and observations.	Academic Support Program	07/11/2016	06/30/2017	$1500	District and School Leadership
Attendance	The DPP and school staff will closely monitor student attendance, conduct meetings with parents/families and students and offer preventive measures (seeing the nurse, etc.) to students to improve attendance.	Academic Support Program	08/08/2016	06/30/2017	$0	DPP, principals, teachers
ACT Benchmark	Teachers will use ACT-like assessments every two weeks. The results will drive instructional changes/decisions.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
ACT Progress Monitoring	Teachers will monitor student understanding of ACT concepts using bell ringers from ACT materials.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
KOSSA Career Ready	Teachers will use KOSSA like materials to teach and monitor student career readiness.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and principals
PDAS Teams	Teams will meet, examine the data, and identify next steps	Academic Support Program	08/08/2016	06/30/2017	$0	administrators, teachers
Formative Assessments	Teachers will receive trainings during PLC meetings to create Formative Assessments that are aligned to the KAS and are congruent to the KPREP, ACT, EoC. Teachers will be trained to ensure classroom assignments are rigorous and congruent to standards.	Professional Learning, Academic Support Program	10/03/2016	06/30/2017	$0	Principals, Teachers, Instructional Supervisors
MAP Data	MAP Data will be used to group students in an effort to meet individual student's learning needs.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers and Principals
Progres Monitoring	Staff will conduct progress monitoring twice each week in order to effectively adjust instruction to meet student needs.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Flexible Grouping	Teachers in grades K-3 will collaborate to develop flexible groups of the lowest 25% performing students based on their instructional needs in reading.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals

Tyner Reading Groups	Teachers in grades K-1 will use the Tyner Leveled Reading groups to address student needs in reading.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Study Island	Elementary and middle school teachers will use Study Island program to offer individualized reading interventions and enrichments.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Formative Assessment Congruency Training	Teachers will be trained during PLC meetings on how to create formative assessments that are aligned to KAS and Quality Core and are similar to KPREP, EOC and ACT assessments. Additionally, teachers will be trained in aligning classroom activities to the standards.	Professional Learning, Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals Instructional Supervisors
Math Interventions	Teachers will use Study Island Program to provide interventions and enrichment to students who are not meeting goals on benchmark or formative assessments in math.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
MAP and Progress monitoring	Teachers will use the data from MAP and formative assessments to form flexible groups for math interventions.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Name and Claim NR	Leadership team and teachers will monitor MAP and STAR data as well as Formative Assessments to make informed decisions regarding the necessary academic support for each student.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Prinicpals
Data Deliveries	Data Days will be determined. During this time, teachers will conference with students during school and parents during Open House keeping them informed of student's current performance level and goals will be set for each student.	Academic Support Program	11/11/2016	06/30/2017	$0	Teachers Principals
Reading and Math Data Walls	Reading and Math teachers will create data walls based on the students' MAP assessment data for each class. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on the most current MAP data. This will enable the students to be able to see if they have grown, set goals, and aim for proficiency.	Academic Support Program	09/09/2016	06/30/2017	$0	Teachers Principals
RtI Small Groups	All students scoring below benchmark will receive daily RtI and core instruction. The district will use ESS and GEAR UP tutors to offer additional interventions for students.	Academic Support Program	10/03/2016	06/30/2017	$0	Teachers, Tutors, Principals
Monitoring of Progress Monitoring	Since teachers will be conducting Progress Monitoring and adjusting RtI groups as necessary, the District will examine student RtI folders to analyze the types of progress monitoring conducted, the types of interventions offered, and the results.	Academic Support Program	11/14/2016	06/30/2017	$0	Instructional Supervisors Principals
Bi-weekly bell ringer on grammar and punctuation	Bi-weekly bell ringers on grammar and punctuation will be given to students to assist in increasing their scores on reading assessments.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Data Deliveries Math	Data Days will be determined. During this time, teachers will conference with students during school and parents after school to inform them of their child's present academic levels and to set goals.	Academic Support Program	11/11/2016	06/30/2017	$0	Teachers Principals

Data Walls Math	Reading/Math teachers will create a Reading/Math Data Wall based on each student's current school year's MAP assessment data for each of their classes. Students will be assigned a number privately by his/her teacher and the teacher will move each student's number on the chart based on how the students have scored at each scheduled MAP testing date (Fall, Winter, and Spring). This will allow students to be able to selfmonitor their progress throughout the school year. Students will be able to see if they have grown and if they are meeting the proficiency benchmark of their current grade level in each subject area.	Academic Support Program	09/01/2016	06/30/2017	$0	Teachers Principals
RtI Math all grades	All students performing on a Novice level will receive daily RtI in addition to their regular blocks of instruction. Student RtI groupings will be flexible and based upon Progress Monitoring information. ESS and GEAR Up tutors will assist with RtI	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
Progress Monitoring Math RtI	Teachers will complete progress monitoring assessments twice per week on students that scored below a proficient level. Weekly results will be charted and monitored by the student, teacher and principal. RtI folders will also be maintained and reviewed with the studen	Academic Support Program	08/08/2016	06/30/2017	$0	Principals and Leadership Team
Automaticity	Teachers will empower students to complete and score automaticity exercises as bell ringers in an effort to increase speed with computation and application of math facts.	Academic Support Program	08/08/2016	06/30/2017	$0	Teachers Principals
GAP Tutoring	ESS, GEAR UP, EoC and peer tutors will offer individualized assistance to reading and math gap students.	Academic Support Program	10/10/2016	06/30/2017	$0	Teachers Principals
Technology-Based Individualized Learning	Gap students who are not scoring at the proficient level in reading or math will work at their own pace on Study Island, PLATO, Accelerated Reader, IXL, Reading Eggs, Capstone, Moby Max, ReadWorks, NEWS ELA, iCurio, and www.noredink.com	Academic Support Program	10/10/2016	06/30/2017	$0	Teachers Principals

				Total	$3000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.jenkins.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:
Career Options

Measurable Objective 1:
achieve college and career readiness during the 2016-2017 school year by 06/30/2017 as measured by ACT, KOSSA, and Graduation Rate.

Strategy1:
Career Options - There will be a greater focus on student attendance. The DPP and school staff will work with families and students to keep students in school on a regular basis. There will be a strong emphasis on ACT preparation by using ACT bell ringers, developing an interventions list of students who require extra instruction. Using after school ESS tutors to provide intense instruction for students not meeting progress monitoring goals. Employing the ACT Torchprep program to teach test-taking skills to students and to provide students will practice on KOSSA like concepts.
Category: Career Readiness Pathways
Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The DPP and school staff will closely monitor student attendance, conduct meetings with parents/families and students and offer preventive measures (seeing the nurse, etc.) to students to improve attendance.	Academic Support Program	08/08/2016	06/30/2017	$0 - No Funding Required	DPP, principals, teachers

Activity - KOSSA Career Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use KOSSA like materials to teach and monitor student career readiness.	Academic Support Program	08/08/2016	06/30/2017	$0 - No Funding Required	Teachers and principals

Activity - ACT Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student understanding of ACT concepts using bell ringers from ACT materials.	Academic Support Program	08/08/2016	06/30/2017	$0 - No Funding Required	Teachers and principals

Activity - ACT Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT-like assessments every two weeks. The results will drive instructional changes/decisions.	Academic Support Program	08/08/2016	06/30/2017	$0 - No Funding Required	Teachers and principals

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

JIS will implement the PDAS process to involve all stakeholders in the decision-making process.

Measurable Objective 1:

collaborate to include all stakeholders in school decision making in order to foster continuous improvement by 06/30/2017 as measured by Increase in Teacher Voice/Ownership according to the TELL Survey Results.

Strategy1:

PDAS Teams - Three district teams will be formed: Passion, Pride, and Performance. The teams will be comprised of principals, teachers, and district representatives and will examine school culture, student performance on achievement tests, and other non-cognitive data such as attendance. The team will examine root causes for low performance and develop strategies for continuous improvement.

Category: Continuous Improvement

Research Cited:

Activity - PDAS Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet, examine the data, and identify next steps	Academic Support Program	08/08/2016	06/30/2017	$0 - No Funding Required	administrators, teachers

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

Jenkins Independent is a small District with 460 students and 20 preschool students are currently enrolled. The District has a mobility Rate of and 19% of the students are identified as Special Needs. Approximately 81% of the K-12 students meet the Free/Reduced Lunch guidelines and   of the preschool population. This school district has been in existence for more than 100 years and the city was built from the ground up to support a thriving economy based on coal production. Through the years, the school has been supported by huge coal companies and great community pride is evident throughout the District. In recent years, coal companies have moved out of the area and many of the children live in households in which parents are out of work or working at lower paying jobs as a result of losing jobs with coal companies. Currently, the school system is the largest employer in this community. The enrollment within the system has gone from about 1200 students to the current population due to outmigration for jobs and exiting students going away to college or work and living in areas where there are more opportunities for employment and/or higher paying jobs. The reduction in enrollment has impacted the District's operating budget. Two facilities are now in operation and one campus has been closed due to low enrollment and budget considerations. The facilities are in need of major renovations or replacements. The school system has shown some major growth in elementary, middle and high school. Support systems are in place to maintain the District's Distinguished status and move forward in meeting delivery targets for next school year. Some of these support systems include dual credit program, the partnership with Wise Co, Virginia Vocational School, and ESS instructors and GEAR UP tutors; revised school schedules, Project-Based Learning, and new technological devices/initiatives. These are a few endeavors the District is taking to ensure success.

The District employs 83 people and 38 teaching positions. All teachers are highly qualified. Of the 38 teaching positions, 16 of them are non-tenured. There has been large staff turnover in staff in the last six years. And it has been difficult to replace math and science teachers as few are available in this area. The District has encouraged and provided professional development for all teachers including the following: book studies on research-based strategies, sight visits to HUB Schools and Schools of Distinction; professional speakers, job-embedded training and attendance at workshops in the surrounding areas. The cost for training teachers benefits other school districts as several teachers have moved to other districts for higher paying positions. When teachers leave, the training process starts over and it takes time for teachers to gain experience and familiarity with students, course standards, formative assessments, planning, and classroom management.

System's Purpose

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

JIS Vision Statement

Passion, Pride, and Performance, Everyday, Everywhere, Everyone
JIS Mission Statement

JIS is committed to focusing on high expectations and individual academic success, which will empower all students to learn, achieve, and lead. Additionally, our goal is to build a community of competitive, productive citizens in an ever-changing world.

JIS is committed to:
- focusing on high expectations and individual academic success
- empowering all students to learn, achieve, and lead
- building a community of competitive, productive citizens in an ever-changing world.

The District embodies its vision and mission statements in several ways:
* Classroom instruction is aligned to KCAS/Quality Core Standards
* Classroom Instruction is rigorous and holds students accountable for high-quality work
* Student data/progress is monitored and interventions/enrichments are provided as needed
* District Staff provides professional trainings to ensure teachers internalize research-based practices
* District Staff monitors the implementation of sound instructional practices and offers individualized supports/PD as needed

Notable Achievements and Areas of Improvement

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

Achievements for the 2014-2015 school year:

*Jenkins Elementary attained the status of Distinguished

* Jenkins Middle School earned a spot in the top 10% of most improved middle schools in Kentucky lacking only two points being rated as Proficient

*Jenkins High School received recognition for have 100% Graduation Rate for multiple years

* The District ranked as Distinguished and was honored at KEDC

Areas of Improvement:

In the next three years, JIS desires to become a District of Distinction. The District will continue to improve ACT scores, to improve the high school math program and to retain quality teachers in all areas.

Additional Information

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

Jenkins is a small District with unlimited potential. Educators in this District are faced with daunting challenges: new curriculum in science and social studies and fluctuating enrollment. The staff is dedicated to bringing change to Jenkins and to becoming a District of Distinction. The commitment to Standards-based Instruction, formative assessments, individualized learning, data analysis, and self-reflection will accelerate the pace of change and bring about improvement to JIS.