

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

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

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

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

Improvement Priority #1	Improvement Priority #2
Develop and implement a system to ensure that the curriculum and instruction align with the Kentucky Academic Standards (KAS) and ensure rigor, inclusiveness and relevancy in teaching and learning. Regularly monitor (i.e., weekly or bi-weekly) teaching and learning to determine implementation effectiveness and student growth.	Implement and regularly monitor an instructional process (e.g., instructional expectations, lesson design, data-driven instruction) that includes providing actionable and timely feedback to instructional staff.
Standard 12	Standard 21
Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion and effectiveness.	Instruction is characterized by high expectations and learner-centered practices.

1: State Assessment Results in reading and mathematics

Goal 1: Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the number of students scoring proficient and distinguished by 10% in reading and math by May 2023.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.	<p>Implement the district established framework (i.e., Instructional Expectations, Lesson Design, Data-Driven Instruction) to ensure an aligned instructional system. (IP 1,2)</p> <p>Implement and monitor a process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff. (IP1)</p> <p>Professional Learning Plan includes targeted, job-embedded learning opportunities for <i>Clarity for Learning</i> and curriculum implementation for all instructional staff.</p> <p>Purchase High Quality Instructional Resources for ELA, align HQIRs to the Kentucky Academic Standards and use HQIRs to support effective lesson design. (IP 1,2)</p> <p>Align Envisions instructional resources with the KAS and use to support effective lesson design.</p>	<ul style="list-style-type: none"> The Administrative Team conducts classroom walkthroughs to provide feedback to teachers on the design and deployment of standards. Revised curriculum documents (Pacing Guides and/or maps, Units of Study including assessments) for reading and math in all grade levels. Review and apply Plus/Delta feedback to increase the effectiveness of professional learning. Materials purchased to ensure every classroom has high quality, equitable, reliable resources for reading and math. Monitor fidelity of implementation of the HQIRs for Reading and Math through classroom walkthroughs and PLCs. 	<p>30-60-90 day plans monitored and updated monthly by district leadership meeting</p> <p>Classroom observation data monitored bi-monthly by leadership team</p> <p>Plus/Delta feedback on the effectiveness of professional learning as scheduled by instructional team</p>	<p>320JC SIF</p> <p>Extra Service pay for reading and math curriculum documents</p> <p>Professional Learning trainers</p> <p>Professional Learning extra service teacher pay</p> <p>Continuous Improvement Summit</p> <p>Shipley Systems Training</p> <p>PLC Leads</p> <p>Savvas ELA Teacher & Student Guides</p> <p>Savvas ELA student workbooks</p>

Goal 1: Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Develop expectations and create a schedule for curriculum meetings to review the alignment between standards, learning intentions, success criteria and assessment measures. (IP 1)</p> <p>Implement the district-wide process for PLC using DuFour's questions and Plan, Do, Study, Act (PDSA) as a model. (IP 1,2)</p> <p>Ensure the process consists of the following components:</p> <ol style="list-style-type: none"> 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data. <p>Implement the district literacy plan.</p>	<ul style="list-style-type: none"> • Implementation of collaborative curriculum/instruction meetings. • PLC protocols developed to ensure systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using classroom assessment data. • Monitor the effectiveness of the PLC process and the impact of PLC on improving professional practice and increasing positive student outcomes by analyzing student assessment data. • Monitor the implementation of the district literacy plan through unit/lesson plans, PLC and classroom observations. 	<p>Curriculum meeting agendas and minutes monitored quarterly by Instructional Coach</p> <p>PLC agendas and minutes monitored weekly by PLC Leads</p> <p>MAP, Transcend and STAR assessment data analyzed and next steps created 3 times per year by instructional leadership and teachers</p>	<p>Savvas ELA Professional Learning Sessions Solution Tree PLC at Work</p> <p>General Fund ESSER <i>Clarity for Learning and The Clarity Playbook</i></p>

2: State Assessment Results in science, social studies and writing

Goal 2: Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the overall number of students scoring proficient and distinguished by 10% in science, social studies, and writing by May 2023.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in science, social studies, and writing.	<p>Implement the district established framework (i.e., Instructional Expectations, Lesson Design, Data-Driven Instruction) to ensure an aligned instructional system. (IP 1,2)</p> <p>Implement and monitor a process to ensure a guaranteed and viable curriculum for science, social studies and writing aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff. (IP 1)</p> <p>Professional Learning Plan includes targeted, job-embedded learning opportunities for <i>Clarity for Learning</i> and curriculum implementation for all instructional staff.</p> <p>Purchase High Quality Instructional Resources for science and social studies, align HQIRs to the Kentucky Academic Standards and use HQIRs to support effective lesson design. (IP 1,2)</p> <p>Develop expectations and create a schedule for curriculum meetings to review the alignment between</p>	<ul style="list-style-type: none"> Conduct classroom observations and provide feedback to teachers on effective design and deployment of standards. Revised curriculum documents (Pacing Guides and/or maps, Units of Study including assessments) for science, social studies and writing in all grade levels. MAP Data Analysis Transcend Data Analysis Review and apply Plus/Delta feedback to increase the effectiveness of professional learning. Monitor fidelity of implementation of the HQIRs for science, social studies and writing through classroom walkthroughs and PLCs. Implementation of collaborative curriculum/instruction meetings. 	<p>30-60-90 day plans monitored and updated monthly by district leadership meetings.</p> <p>Plus/Delta feedback on the effectiveness of professional learning as scheduled by instructional team</p> <p>Classroom observation data monitored bi-monthly by leadership team</p>	<p>320JC SIF</p> <p>Extra Service pay for science, social studies and writing curriculum documents</p> <p>Professional Learning trainers</p> <p>Professional Learning extra service teacher pay</p> <p>Continuous Improvement Summit</p> <p>Shipley Systems Training</p> <p>PLC Leads</p> <p>Solution Tree</p> <p>PLC at Work</p> <p>General Fund</p> <p>ESSER</p>

Goal 2: Jenkins Independent School will increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>standards, learning targets and assessment measures. (IP 1)</p> <p>Implement the district-wide process for PLC using DuFour's questions and Plan, Do, Study, Act (PDSA) as a model. (IP 1,2)</p> <p>Ensure the process consists of the following components:</p> <ol style="list-style-type: none"> 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data. <p>Ensure writing opportunities for students in all content areas are intentionally planned in the design and delivery of instruction.</p>	<ul style="list-style-type: none"> ● PLC protocols developed to ensure systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using assessment data. ● Monitor the effectiveness of the PLC process and the impact of PLC on improving professional practice and increasing positive student outcomes by analyzing student assessment data. ● Analyze formative and summative assessments during PLCs to determine the level of mastery by all students and use the analysis to make instructional adjustments. ● The administrative team monitors through lesson review and the PLC process. ● Student learning experiences include opportunities to write in science and social studies 	<p>Curriculum meeting agendas and minutes monitored quarterly by Instructional Coach</p> <p>PLC agendas and minutes monitored weekly by PLC Leads</p> <p>Formative and summative assessment data monitored monthly by instructional leadership and teachers</p> <p>Unit plans monitored monthly by the instructional team.</p>	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the percentage of students with disabilities scoring proficient and distinguished by 11.5% in reading and math by May 2023.	KCWP 2: Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.	<p>Deploy a systems approach to continuous school improvement. (IP 2)</p> <p>Provide professional learning in the five components of <i>Clarity for Learning</i>. (IP1)</p> <p>Ensure the implementation of a lesson design that is inclusive of the five components of <i>Clarity for Learning</i>. (IP 2)</p> <p>Adopt and deploy a co-teaching model. (IP 2)</p> <p>Monitor instruction to ensure all students have an equitable opportunity to receive high quality core instruction. (IP 1,2)</p>	<ul style="list-style-type: none"> School leadership participates in School Improvement for Performance Excellence training <i>Clarity for Learning</i> plan developed and deployed A lesson design process developed and implemented. The administrative team monitors the design and delivery of instruction through a clarity lens. Identify a pilot co-teaching team and provide professional learning. Implementation of a co-teaching model School walkthrough schedule created and implemented. Walkthrough tool revised and implemented to align with <i>Clarity for Learning</i>. 	<p>30-60-90 day plans will be monitored and updated monthly by district leadership.</p> <p>Professional learning session agendas as scheduled by the instructional team.</p> <p>Plus/Delta feedback on the effectiveness of professional learning as scheduled by instructional team.</p> <p>Unit plan review and feedback monthly by the instructional team.</p>	<p>320JC SIF</p> <p>Professional Learning extra service teacher pay</p> <p>Continuous Improvement Summit</p> <p>Shipley Systems Training</p> <p>Solution Tree PLC at Work</p> <p>General Fund</p> <p>ESSER</p> <p>IDEA B</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Monitor classroom instruction and lesson plans for high expectations, differentiation, student engagement and use of data to make instructional decisions. (IP 2)</p> <p>Monitor and document tiered movement and instructional next steps. (IP 2)</p>	<ul style="list-style-type: none">Analyze walkthrough data to determine the effectiveness of classroom instruction.Review lesson/unit plans and provide timely and actionable feedback to teachers.Monitor and document tiered movement and instructional next steps during MTSS meetings and PLC.Professional Learning PlanMaster ScheduleMAP Data analysisIEP Progress Monitoring	<p>Observation data in co-teaching classrooms monitored weekly by the instructional team.</p> <p>Lesson plans are reviewed and feedback is provided weekly by the instructional team.</p> <p>Tiered movement and instructional next steps are monitored monthly during MTSS meetings.</p>	

4: English Learner Progress

Goal 4: The school does not have EL students at this time.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The district does not have EL students at this time.					

5: Quality of School Climate and Safety

<p>Goal 5: Jenkins Independent School will increase the overall score on the QSCS survey at the elementary school level from 75.1% to 85.1% by May 2026.</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 80.9% by May 2026.</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 77.7% by May 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the elementary School level from 75.1% to 78.4% by May 2023.</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 74.2% by May 2023.</p> <p>Jenkins Independent School will</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure the creation of an environment in which students learn and the support they are offered meets their individual needs.</p>	<p>Collectively review and revise the vision and mission statements that reflect core values of the school and support academic achievement for all students. (IP 1, 2)</p> <p>Implement Lion's Quest social emotional learning program to support the whole child. (IP 2)</p> <p>Clearly define and articulate student expectations and group norms within the school. (IP 2)</p> <p>Coordinate work with University of Louisville CIBRS to complete a MTSS Self- Assessment & Training Sessions.</p> <p>Develop a clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<ul style="list-style-type: none"> ● Vision and mission statements reviewed with revisions as necessary. ● Monitor the implementation of Lion's Quest SEL program. ● Positive Behavior Intervention and Supports (PBIS) expectations are implemented with consistency and fidelity.. ● Display and reference key concepts of PBIS in both buildings. ● Bi-monthly data analysis of major and minor behavior referrals ● MTSS plan is developed. ● Disaggregated assessment and learning data ● MTSS Plan ● MTSS Meeting Minutes ● MTSS Needs Assessment ● Master Schedule 	<p>30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.</p> <p>MTSS agendas and minutes reviewed quarterly by district instructional team.</p>	General Fund

<p>Goal 5: Jenkins Independent School will increase the overall score on the QSCS survey at the elementary school level from 75.1% to 85.1% by May 2026.</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the middle school level from 70.9% to 80.9% by May 2026.</p> <p>Jenkins Independent School will increase the overall score on the QSCS survey at the high school level from 67.7% to 77.7% by May 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase the overall score on the QSCS survey at the high school level from 67.7% to 71% by May 2023.					

6: Postsecondary Readiness (high school only)

Goal 6 : Jenkins Independent School will increase the percentage of students identified as postsecondary ready by 30% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the overall number of students identified as postsecondary ready by 10% by May 2023.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	<p>Develop a protocol to support student success with post-secondary readiness.</p> <p>Align the roles and responsibilities of staff (i.e., district, school, Gear-Up, OneGoal) to increase student opportunities to achieve post-secondary readiness.</p>	<ul style="list-style-type: none"> Established CTE protocol Post-Secondary Readiness Data Monitor the post-secondary readiness tracking spreadsheet Roles and responsibilities are established and communicated with stakeholders . 	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	

7: Graduation Rate (high school only)

Goal 7: Jenkins Independent School will increase the percent of graduation from 90% to 97 % cohort by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jenkins Independent School will increase the percentage of students graduating from 90% to 93% by May 2023.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	<p>Implement and monitor a protocol to utilize the Student Performance Monitoring Report (SPMR) to identify students who are at-risk of dropping out.</p> <p>Maintain a “watch list” for tracking 1. academic readiness to meet graduation requirements using PtG toolkit; 2. transition readiness for success at the next level including EOPs and Industry Certifications in Career and Technical Education.</p> <p>Develop a process to include Check and Connect to reduce barriers for students who are at-risk of dropping out.</p>	<ul style="list-style-type: none">Established protocol for analyzing SPMR dataGraduation DataSPMR DataMonitor the tracking spreadsheetCheck and Connect process is developed	30-60-90 day plans will be monitored and updated monthly by the school leadership during regularly scheduled district leadership meetings.	

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p> <p>(Jenkins Independent School) Burdine Elementary School’s turnaround team includes:</p> <p>Principal: Wendy Rutherford</p> <p>Assistant Principal: Amanda Anderson</p> <p>Instructional Coach: Anita Bolt</p> <p>Save the Children Coordinator: Danielle Bailey</p> <p>Counselor: Candi Richardson</p> <p>First Grade Teacher: Brandie Tackett</p> <p>Fourth and Fifth Grade Teacher: Lynn Gilliam</p> <p>Third Grade Teacher: Amanda Kelly</p> <p>Superintendent: Damian Johnson</p> <p>Federal Programs Director: Sherry Wright</p> <p>Instructional Supervisor: Brian Bentley</p> <p>Educational Recovery Leader: Kevin Gay</p> <p>Educational Recovery Leader: Kim Bullard</p>
<p>The District Leadership Team (DLT) conducted the initial analysis of the School Report Card data following the public release. Following the data analysis, we began planning data analysis sessions to address the identified areas for improvement. District Instructional Team Meetings (held twice per month) as well as monthly DLT Meetings consistently reviewed multiple forms of academic data (i.e., KSA, MAP, STAR, Survey data, Brigance, common assessment data, and observation data) to evaluate the overall performance of our school. The District Leadership</p>

<p>Team also utilized the Key Core Work Processes in identifying the current state. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, and survey data. The DLT and the ILT identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local expectations. Once the DLT and ILT reviewed the Diagnostic Review report findings, it confirmed the need for a guaranteed and viable curriculum using High Quality Instructional Resources (HQIRs) and evidence-based strategies that are aligned to the Kentucky Academic Standards. The findings also indicated a need for an instructional process that includes instructional expectations, lesson design and data-driven instruction. The PLC process will build teacher collective efficacy and serve as the vehicle to monitor, and adjust instruction based on analyzed student data. From this, the evidence based practices of Professional Learning, Professional Learning Communities (PLCs), Improving Adolescent Literacy and a Continuous Improvement Process were selected. For the remainder of this school year, professional development sessions as well as personalized feedback and coaching models are planned to address immediate concerns.</p>
<p>Identification of Critical Resources Inequities:</p>
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> <p>The district and school leadership teams including staff at Jenkins Independent School (Burdine Elementary) conducted a Needs Assessment to determine the current state by identifying trends and opportunities for improvement across the school. The Needs Assessment included an analysis of Kentucky Summative Assessment (KSA) and Measures of Academic Progress data as well as an analysis of the Key Core Work Processes (KCWPs). The school developed a Comprehensive School Improvement Plan based on the results of the Needs Assessment. The plan will be monitored with 30-60-90 day plans and the Student Performance Monitoring Report (SPMR). Previously, opportunities for improvement were identified through the development of the CSIP and used to allocate resources.</p> <p>Leadership also analyzed the results from an instructional initiative Inventory, an assessment inventory, MTSS self-assessment, staffing and master schedule to identify resource inequities. A review of the initiative inventory revealed the need for High Quality Instructional Resources (HQIRs) in ELA, science and social studies. The instructional staff reviewed EdReports to identify three possible HQIRs for ELA. The instructional staff along with teacher representatives reviewed and completed the instructional resource alignment rubric for each resource. The instructional staff has reported the findings from the alignment rubrics to the district leadership team. These findings will guide the purchase of HQIRs. The same process will be implemented to identify and purchase HQIRs for science and social studies. The MTSS self-assessment revealed the need for a clearly defined academic system of supports (RtI) and evidence-based interventions for identified students receiving intervention at each tier. A review of the schedule indicated additional time is allocated for reading interventions, but additional time is not provided for math interventions. The turnaround team will work with Meghan Martin to develop an academic system of supports.</p> <p>The review of Burdine Elementary personnel data revealed 5 out of 12 teachers have 3 years or less experience. This indicates a need for ongoing professional learning in standards deconstruction and resource alignment, lesson design, high yield instructional strategies, professional learning communities and systems for continuous improvement.</p>

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teacher Professional Learning	Yoon, K. S., Duncan, T., Lee, S., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. <i>IES National Center for Education and Regional Assistance, 033</i> , 62.Retrieved June 4, 2020, from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	yes
Professional Learning Communities	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	yes
Improving Adolescent Literacy	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc .	yes

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Inquiry Based Instruction	Bando, Rosangela; Emma Näslund- Hadley; Paul J. Gertler (2018). <i>Inquiry and Problem Based Pedagogy : Evidence from 10 Field Experiments</i> Washington, DC: Inter-American Development Bank. Retrieved from https://publications.iadb.org/publications/english/document/2018OCT1-WP-Inquiry_and_Problem_Based_Pedagogy.pdf	yes
Continuous Improvement Process	Park, S., Hironaka, S., Carter, P., & Nordstrum, L. (2013). Continuous Improvement in Education. <i>Carnegie Foundation for the Advancement of Teaching</i> . Retrieved from carnegie-foundation_continuous-improvement_2013.05 (002).pdf	yes