2020-21 Phase One: JES Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Jamestown Elementary School
Diane Blankenship
342 S Main Street
Jamestown, Kentucky, 42629
United States of America

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: JES Continuous Improvement Diagnostic for Schools - Generated on 12/04/2020

Jamestown Elementary School

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: JES Continuous Improvement Diagnostic for Schools - Generated on 12/04/2020

Jamestown Elementary School

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: JES Continuous Improvement Diagnostic for Schools - Generated on 12/04/2020

Jamestown Elementary School

Diane S. Blankenship, Principal October 1, 2020

2020-21 Phase Two: JES Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Jamestown Elementary School
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342 S Main Street
Jamestown, Kentucky, 42629
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2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Teachers meet regularly in PLCs with teams to analyze current data, determine and share best practices. Principal meets quarterly with teams of teachers to analyze data and determine school and grade level focus. Once per year, in October, the entire faculty meets to analyze testing data and first benchmark data side by side in the process used to determine school improvement goals. However, this year with no year end testing from 2019-2020, we will focus on the beginning benchmarks and set goals for improvement for each grade and student.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to COVID-19 and statewide testing being cancelled for 2019-2020, our data is based on the previous 2018-2019 KPREP testing data: JES fell below state averages in Reading with a score of 54.3% (state 54.6%) and district (59.5%) and in Math with a score of 43.5% (state 48.6%) and district (54.9%). Our overall Reading and Math number of students scoring Novice and Apprentice increased slightly. We saw a significant decrease in the number of students scoring Distinguished in Math this year (from 17.7% to 11.7%). Social Studies and On-demand writing continue to be strengths, both significantly above the state averages and above the district averages. Science, at 37.7%, was higher than the state (31.7%) and district (34.6%), but clearly needs our focus. Students with disabilities continue to score lower than their non-disabled peers, while economically disadvantaged students were closer. The implementation of PBIS has reduced suspensions to 4% out of school, and 4% in school, which is a significant gain from last year. Our overall score was 3 of 5 stars (.2 from 4 stars), with high growth and no significant gaps noted. Our focus will be on improving proficiency for all students.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Due to COVID-19 and statewide testing being cancelled for 2019-2020, our data is based on the previous 2018-2019 KPREP testing data: We must increase the number of students scoring at the proficient and distinguished levels in reading. We are 54.3%, below the state and district averages. We must increase the number of students scoring at the proficient and distinguished levels in math. We are below the state and district averages. We must increase the number of students scoring P/D in science, although we are above both state and district averages.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Trends

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

Due to COVID-19 and statewide testing being cancelled for 2019-2020, our data is based on the previous 2018-2019 KPREP testing data: * Behavior, stemming from students growing emotional and mental health needs continues to consume a significant amount of instructional time; implementation of a new system through PBIS will hopefully change this unfortunate trend. * Students come to school unexposed to literature and language and the gap is growing wider each year. Improved access to preschool programs could help. * Math has yet to significantly improve at each grade level, despite years of faithful implementation of CRA methods of teaching. * Reading is still key to all instruction and must continue to be prioritized. Overall reading scores have decreased slightly for the past three years in a row.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)
[KCWP 2: Design and Deliver Instruction](#)
[KCWP 3: Design and Deliver Assessment Literacy](#)
[KCWP 4: Review, Analyze and Apply Data](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establishing Learning Culture and Environment](#)

To address students' growing mental and emotional needs, principal sought out professional learning to become a resource for teachers. We have implemented a PBIS rewards program to encourage students to model good behaviors, which are recognized and rewarded tangibly. A PBIS team meets monthly to review data and make changes to the system as needed. Through help from the district level, we encourage parents to read to and with their children at every opportunity and seek those who qualify for preschool services. We continue to prioritize reading and math by differentiating instruction based on data and supplementing classroom instruction to help eliminate gaps in learning. Teachers plan together and focus on high-yield strategies designed to promote learning. More time devoted to consistent instructional coaching is needed.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

For the past five years, Social Studies has been consistently high: 2014-15: 63.5% 2015-16: 60.6% 2016-17: 71.3% 2017-18: 73.5% 2018-19: 73.5% For the past four, On-demand writing scores have been climbing and remain high: 2015-16: 53.6% 2016-17: 62.5% 2017-18: 69.1% 2018-19: 64.0% Climate and culture are healthy as evidenced by recent surveys, and teachers feel empowered and supported.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: JES Needs Assessment for Schools - Generated on 12/04/2020

Jamestown Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: JES School Assurances

2020-21 Phase Two: School Assurances

Jamestown Elementary School
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Table of Contents

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **● Yes**
- ○ No
- ○ N/A
- **COMMENTS**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **● Yes**
- ○ No
- ○ N/A
- **COMMENTS**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **● Yes**
- ○ No
- ○ N/A
- **COMMENTS**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **● Yes**
- ○ No

○ N/A
COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

● **Yes**
○ No
○ N/A
COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

Title I Targeted Assistance School Programs

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

    ○ Yes

○ No
● **N/A**
COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

Schools Identified for Targeted Support and Improvement

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

     ○ Yes
     ○ No
     ● **N/A**
COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

     ○ Yes
     ○ No
     ● **N/A**
COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- **Yes**
- No
- N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**
○ No
○ N/A
COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
○ No
○ N/A
COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

● **Yes**
○ No
○ N/A
COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
○ No
○ N/A
COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
○ No
○ N/A
COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
○ No
○ N/A
COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
○ No
○ N/A
COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- No
- N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: JES School Safety Report

2020-21 Phase Two: School Safety Report

Jamestown Elementary School
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Table of Contents

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes, the SBDM Council has adopted a polity regarding a school safety plan. This policy is reviewed and updated each year with our staff and SBDM Council.

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: JES Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Jamestown Elementary School
Diane Blankenship
342 S Main Street
Jamestown, Kentucky, 42629
United States of America

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our mission is to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment for all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

Jamestown Elementary's top two priorities for professional development that support continuous improvement are closing the achievement gap and proficiency for all with standards based instruction.

3. How do the identified **top two priorities** of professional development relate to school goals?

Jamestown Elementary's first priority for professional development relates to our achievement gap and growth goals. Our second priority for professional development relates to our proficiency and separate academic indicator goals. We feel that a focus on these two areas will give teachers tools and resources to use in the classroom whether the instruction is happening virtually or in-person.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The first objective for professional development is to equip all teachers with training centered around strengthening instruction for all learners, with evidence/research-based targeted strategies for struggling learners, as well as how to create a learning environment for great instruction to occur for all students. The second objective is to focus on the Pillars of Literacy - Reading, Writing, Speaking and Listening, to increase student engagement across all content areas. Due to the unknown centered around COVID-19 and the barriers it has created in education, short and long term changes that need to occur in order to meet goals will have to be monitored and potential adjustments made periodically.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to close the achievement gap by increasing student engagement which is paramount in all human learning no matter the age or grade of the student. Practices will include strong Tier I instruction, modeling, and targeted effective feedback.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

One indicator of success would be an increase in student participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, district benchmark

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

assessments (if we are back in school, and can administer), and closing the achievement gap as measured by state assessments.

4d. Who is the targeted audience for the professional development?

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development will be staff, funding, materials, time, and partnership with our regional cooperative to help offer professional learning for our district to help us in improving skills and strategies we can use to close the achievement gap and improve proficiency for all.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The first objective for professional development is to ensure teachers know their grade-level academic and performance standards and how students should apply the skills at a proficient level. The second objective is for teachers to know and understand previous grade-level academic and performance standards to allow for intentional, scaffolded, and small group instruction K-12 to ensure grade-level proficiency.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are for teachers to have more confidence in their knowledge of current and previous grade-level standards for proficiency levels to increase. Exposing students to grade-level work and scaffolding instruction is proven to increase student outcomes more efficiently. The use of formative and summative assessments will also be used to help students learn from the specific and targeted teacher feedback.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

One indicator of success would be an increase in student performance and participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, and district benchmark assessments (if we are back in school and can administer).

5d. Who is the targeted audience for the professional development?

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development will be staff, funding, materials, time, the Kentucky Department of Education's Standards website training materials, modules, webinars, and partnership with our regional cooperative to help offer professional learning for our district.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: JES Professional Development Plan for Schools - Generated on 12/14/2020

Jamestown Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: JES Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

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2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

Table of Contents

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

2020-21 Phase Three: Executive Summary for Schools

. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

JES is one of three elementary schools located in the southern part of Russell County near Lake Cumberland, serving approximately 500 students preschool through fifth grade. Our kindergarten and first grades are self-contained and our second through fifth are departmentalized. This allows our students to have an equal amount of time in all content areas and equal access to highly qualified, specialized teachers. Our population is significantly at-risk as evidenced by 74.5% qualifying as economically disadvantaged and a high number living in non-traditional homes, and 13% are living with grandparents and/or court appointed guardians. Currently 18.7% of our students qualify for special education services, 12.4% are classified as minorities, 6.3% are homeless, and 40.3% have a parent who is either currently incarcerated or has previously been incarcerated. 78% came to kindergarten last year scoring "not ready" on our screener, a number which is climbing each year. We have one full-time counselor, one Family Resource Center, a full-time principal and a part time Assistant Principal. One highly qualified teacher is dedicated to providing Tier II and III RtI services to students. The greatest trend we have seen over the past few years is a decline in behavior that affects instruction and students' ability to attend and learn due to increasing social and emotional needs. In response to this growing need, we had planned to implement a SEL curriculum called Sanford Harmony this year. Unfortunately, due to COVID-19, we have been virtual the entire year, yet we plan to fully implement Sanford Harmony once we are back to in person instruction. We have also continued to utilize PBIS and various systems within to teach appropriate behavior. Based on the the test data from Spring 2019, we saw a slight decrease in scores across the board with the exception of Science, and our school wide improvement plan addresses both academic and behavioral improvement. One significant strength of our school is staff willingness to do whatever it takes to help and educate students. In spite of the mounting obstacles we face, we are all committed to improvement and ready to do the hard work it takes to achieve it. Even during this trying time with COVID-19, our teachers and staff have implemented new teaching techniques and strategies. We will continue to do our best to serve our students and meet their individual needs while teaching virtually through various technological platforms.

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

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

program offerings and expectations for students.

Our vision at JES is "Growing our Future", and everything we do embodies that purpose. The KPREP results from spring 2019, show our focus on growth, as ours was High and literally .6% away from Very High. Teachers emphasize growth by setting goals, teaching growth mindset, and encouraging and celebrating individual milestones. Even during this time of COVID-19, we work together as a school to promote growth in the whole child through an extensive PBIS program where appropriate behavior is acknowledged and celebrated for individual students. We have a highly trained RtI interventionist who provides interventions for Tier 2 and 3 students in reading and use an ESS Daytime Waiver person in math. When we are in person for instruction, every student receives Tier I RtI in the classroom and many online platforms support individualized instruction at each student's level. Also, when we resume in person learning, we will have after school programs for enrichment and student learning. Teachers share common planning, data PLCs with principal, progress monitor individual students, and utilize highly effective teaching strategies. Our consistent use of an extensive PBIS system demonstrates our commitment to teaching appropriate behaviors; we firmly believe that education is the key to opening doors of opportunity for students and we are dedicated to developing the whole child and creating life long learners. This year with the COVID-19 pandemic, we see the immense need for social emotional learning (SEL) and trauma informed care for our students and families. We plan to have a SEL curriculum in place to help our students better understand their emotions, and to help them to deal with stressful or traumatic situations that may cause roadblocks in their education and social/emotional well-being.

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

Due to COVID-19, our last test cycle was in April of 2019 and our KPREP scores placed us at an overall 70.8, with a 71.0 being four stars, so we were incredibly close; however, our proficiency dropped, and none of us are satisfied with that. During a typical school year at JES, we celebrate academics first with a formal Academic Celebration every 9 weeks and a Principal's List (all A's) lunch celebration. At every celebration, we also recognize good effort, attendance, and behavior. Each year we participate in the District Spelling Bee and host a Math Bowl here at JES for our students. We sponsor a Food Drive to benefit the local food pantry between Thanksgiving and Christmas each year to allow our students to develop a sense of community and generosity and sponsor a Pennies for Patients to drive in the spring to benefit children with cancer, through which we have raised over $7,000 in the

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

past six years. Each year, many of our students participate in the district Cross-Country team, the district youth league football, basketball, soccer, cheerleading, and have an opportunity to audition for parts in school-sponsored plays. We have three parent nights throughout the year to celebrate and encourage Reading, Math, and Science. So, while we are pleased with many things going on, we are determined to work on proficiency. We will continue to focus on implementing high yield teaching strategies, differentiating, and engaging students; we will set goals and celebrate successes. We will use the most effective curriculum we can find in every format, whether written or technological. We will especially focus on nurturing relationships with both students and parents to build partnerships that promote learning. AREAS OF IMPROVEMENT: According to a Bounce safety survey administered to 4th and 5th graders, 57.6% say they have been teased or made fun of more than once in school. 43.9% believe bullying/cyberbullying is a problem. Through PBIS, we emphasize respect and responsibility daily. To help increase awareness, tolerance, kindness, and relationship-building skills, we will implement an SEL program called Sanford Harmony.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Each year, our district sets aside a day in the fall for all teachers to come together to analyze data and plan for school improvement. As soon as KPREP scores could be shared in the fall of 2019, teachers analyzed individually, compared to last benchmarks, and reflected on needed changes to instruction. (No new state test scores were available to analyze this year due to COIV-19 school closures). When we came together as a school, we analyzed the data and created areas of focus and strategies to improve. As a SBDM council, we took these results and combined them into goals and used strong strategies that were suggested to support each goal. We revised the plan and agreed upon a final version before sharing with teachers to solicit their input for comments and changes. It is a whole-school effort and everyone contributes and understands our goals and mission.

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

JES is truly a Title I eligible school. Our demographic is as follows: * 14.5% of our students live with grandparents, court appointed guardians, or in foster care * 74.5% qualify as economically disadvantaged * 18.8% qualify as special needs * 12.47% are transient this year * 12.4% are minorities * 6.3% are classified as homeless * 40.3% have parents currently or formerly incarcerated * 78% came in

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

2019 not ready for Kindergarten according to our screener (2020 Brigance data hasn't been established yet) * 35-40 students accept weekly help from Feeding America's backpack program due to food insecurity * families are assisted weekly through the YSC center. According to a school culture survey conducted in the fall of 2019, 77% of teachers agree or strongly agree that they spend a great deal of time dealing with students' social and emotional challenges. When considering the aforementioned data, it is easy to see why. Any one of these factors contributes to emotional distress and increase challenging behaviors in young children, affecting the ability to learn. Many of our students have multiple factors to overcome. According to the Bounce Safety Survey conducted with fourth and fifth graders, most students feel safe and have an important relationship with an adult at school, which is the first step to overcoming barriers to learning. JES teachers do a phenomenal job of building relationships and coaxing students to focus on learning despite these challenges, as evidenced by the fact that KPREP scores were .2 away from affording us a 4-star rating. In past years, behavior has been a challenge, and affects instruction in every classroom In response we have an extensive PBIS system in place, including a new program called PBIS rewards, which we have been utilizing for the past two years. Our district has partnered with Bounce to address trauma, and we at JES feel we are ahead of the curve, out of necessity, in becoming a trauma informed school. Despite the challenges of COVID-19, JES teachers and staff remain steadfast in their commitment to doing whatever it takes to ensure healthy development of the whole child, as much as it is ours to influence.

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: JES Executive Summary for Schools - Generated on 12/11/2020

Jamestown Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic -

Generated on 12/14/2020

Jamestown Elementary School

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic - Generated on 12/14/2020

Jamestown Elementary School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic -

Generated on 12/14/2020

Jamestown Elementary School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

* Vertical alignment of all content areas in grades K-5 within the school * Continuous Assessment is used to monitor, evaluate, and support proficient student work * Professional development aligns with the goals of this plan * Frequent parent communication and parent workshops * Attendance recognition and incentives * PBIS Rewards & Corner Store * See Attachment

ATTACHMENTS

Attachment Name

⊞ JES Gap Measurable Goal

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic - Generated on 12/14/2020

Jamestown Elementary School

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

It is our goal to create a school culture which influences the ways people feel, think and act, and leads to student learning and job fulfillment. Teachers share common planning time which is utilized for data PLCs and monthly data PLCs with principal. Staff is celebrated through monthly meals, holiday activities, monthly teacher spotlight, and teacher appreciation week. Teachers complete culture surveys each year. Our PBIS Rewards program supports student behavior through emphasis on respect and responsibility; drug awareness program supports overall well-being; wellness program supports and promotes student and faculty health; counselor provides scheduled in class lessons promoting character education and personal well-being; school participation in anti-bullying campaign and safe schools week. Family Resource Center and PTO are utilized to meet individual student needs in a discrete and timely manner. Through PBIS, all teachers and staff focus strongly on kindness, respect, and high expectations for every student. With our new PBIS Rewards program, students earn points daily for exhibiting respectful and responsible behavior. Those points accumulate and are tracked in a web-based management system. Students also have the opportunity to visit the PBIS Corner Store every other Friday to purchase items, or they can redeem points for special privileges.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Both current GAP areas have been identified in previous years. Efforts continue toward reducing the barriers to learning for GAP group students and improving student achievement.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Due to COVID-19, there is no new state testing data from spring 2020 Improvement in the Free/Reduced GAP area from 2017-18 to 2018-19 include: * decrease in Apprentice from 27% to 23.8% in Reading * increase in Distinguished from 11.8% to 12.2% in Reading * decrease in Novice from 32% to 18% in Math * increase in Distinguished from 6.5% to 7.6% in Math Improvement in the Disability

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic - Generated on 12/14/2020

Jamestown Elementary School

GAP area from 2017-18 to 2018-19 include: * decrease in Novice from 31.0% to 28.1% in Math * increase in Proficient from 17.2% to 21.9% in Reading * increase in Proficient/Distinguished from 38.7% to 49.2% in Reading * increase in Proficient/Distinguished from 16.1% to 21.9% in Math

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Due to COVID-19, there is no new state testing data from spring 2020 Regression in the Free/Reduced GAP area from 2017-18 to 2018-19 include: * increase in Novice from 18.5% to 25% in Reading * increase in Apprentice from 42.1% to 43.6% in Math Regression in the Disability GAP area from 2017-18 to 2018-19 include: * increase in Apprentice from 41.4% to 48.3% in Reading * decrease in Distinguished from 10.3% to 6.3% in Math

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

***Due to COVID-19, students are receiving daily virtual instruction *** Class size and student-teacher ratio affects levels of student growth. The increasing time and attention needed to meet extensive needs of many IEP and Free/Reduced students affects time spent with individual students. Many of our students have extensive adverse childhood experiences and struggle with a wide range of social-emotional health needs. These issues also cause barriers to learning and prevent students from being able to focus on their education. Creative scheduling, use of resources, a universal sense of urgency while teaching, the implementation of a social-emotional curriculum (Sanford Harmony), and the intentional use of the highest yield strategies to promote learning will all help in our ongoing efforts to reduce the gaps that exist at our school.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Professional development will be provided on specified district calendar days and through structured PLCs regarding increasing student achievement through the use of high yield instructional strategies, intentional data analysis, and vertical alignment of content. All teachers develop individualized PGPs and have choice in the summer for PD opportunities to support individual teacher growth to assist in closing achievement gaps.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic -

Generated on 12/14/2020

Jamestown Elementary School

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Due to COVID-19, there is no new state testing data from spring 2020 During the Data Analysis day, ALL teachers provide analysis and input as to creating goals for reducing the gaps and overall student improvement. SBDM members help develop school improvement goals and are updated monthly on progress toward attaining goals. District personnel expertise is utilized in providing assistance to GAP students as needed.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic -
Generated on 12/14/2020

Jamestown Elementary School

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

     * SEE THE ATTACHED CLOSING THE ACHIEVEMENT GAP SUMMARY SPREADSHEET & GAP GROUP IDENTIFICATION TABLE

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Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

     * SEE THE ATTACHED CLOSING THE ACHIEVEMENT GAP SUMMARY SPREADSHEET & GAP GROUP IDENTIFICATION TABLE

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: JES Closing the Achievement Gap Diagnostic -

Generated on 12/14/2020

Jamestown Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ 2019-20 CSIP - JES Gap Groups	JES Gap Groups	• I
⊞ JES Gap Measurable Goal	Closing the Achievement Gap Summary spreadsheet	•

JES Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged 341/458 students	74.50%
Students with Disabilities 86/458 students	18.77%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the number of students in each GAP group at the P/D levels by 2%, while decreasing overall N/A.	Intentional learning focus on students qulaifying for F/R lunch and those qualifying for special education services.	ESS is offered to all students as a support for instruction.	D. Blankenship, L. Loy, A. Roy	Student attendance & increased overall achievement in reading and math **July 1-June 30**	$18,165 **ESS FUNDS TITLE I FUNDS**
		RTI is utilized through all 3 tiers to assist students who fall below benchmark.	D. Robertson, 2 HQ Subs, D. Blankenship, and Teachers	Weekly RTI progress monitoring through Easy CBM, Lexia, Star Reading, MAP, & benchmarking **July 1-June 30**	Study Island (SS) $396, Study Island (Sci.) $409, St. Island (Math) $270, Star Reading $4,629.21, Easy CBM $1,220- **SEEK FUNDS** Lexia $9,350 **Striving Readers Grant**
		Behavioral support system with rewards	S. Weston, D. Blankenship, L. Loy, Teachers	PBIS data, PBIS monthly meetings **July 1-June 30**	$2,473.36 PBIS Rewards **SEEK FUNDS**
		Use of data to assit students in setting IEP goals and academic goals for improvement.	Teachers, Principals, Counselor	Star Reading, Lexia, KPREP, and Benchmark Data **July 1-June 30**	Study Island (SS) $396, Study Island (Sci.) $409, St. Island (Math) $270, Star Reading $4,629.21, Easy CBM $1,220 **SEEK FUNDS** Lexia $9,350 **Striving Readers Grant**

2020-2021 Phase Three: JES Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

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2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: JES Comprehensive School Improvement Plan - Generated on 12/11/2020

Jamestown Elementary School

Table of Contents

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: JES Comprehensive School Improvement Plan - Generated on 12/11/2020

Jamestown Elementary School

2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: JES Comprehensive School Improvement Plan - Generated on 12/11/2020

Jamestown Elementary School

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

        . a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.
        N/A

ATTACHMENTS

Attachment Name

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: JES Comprehensive School Improvement Plan - Generated on 12/11/2020

Jamestown Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2020-21 JES CSIP	2020-21 JES CSIP	•

Jamestown Elementary - 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.

Operational Definitions

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

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
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- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the number of all students scoring proficient or distinguished in reading by 5%, from 54.3% to 59.3%, and in math by 5%, from 43.5% to 48.5%, for the 2020-2021 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students scoring P/D in reading and math.	Use of high yield instructional strategies in every classroom.	PD and PLC studies of effective strategies.	Increase in teacher effectiveness, delivery and student achievement	Jan. 2021-Dec. 2021 Principal	$0
		Observation and collaboration between new and highly effective veteran teachers.	Increase in teacher effectiveness	Jan. 2021-Dec. 2021 Principal	$4598.00 Title I Sub Release Funds
		Incorporate non-fiction at every level to support content in each grade.	Student exposure to content emphasizes importance of reading skills.	Jan. 2021-Dec. 2021 Principal	$0
		Integrate vocabulary consistently to support content and comprehension.	Increased student comprehension.	Jan. 2021-Dec. 2021 Principal	$0
		Use of Artful Reading program to bolster student engagement and make content connections including materials and professional learning.	Increased student motivation and understanding.	Jan. 2021-Dec. 2021 Principal	$12,553.34 Striving Readers Grant
		Intentional focus on building stamina in students for reading and math problem-solving.	Increased student reading fluency and comprehension and math problem-solving ability.	Jan. 2021-Dec. 2021 Principal	$0
	Use of individualized and differentiated instruction.	Computer programs (Lexia, Reading Plus, AR, Study Island, Star Reading, and Prodigy)	Increase in overall reading/math student achievement.	Jan. 2021-Dec. 2021 Principal Teachers Librarian	Lexia $9,350 Striving Readers Grant STAR $4,629.21 SEEK Study Island Math $294 SEEK

		Intentional focus on continual student exposure to grade-level appropriate, rigorous instruction to the depth of each standard.	Increased student achievement.	Jan. 2021-Dec. 2021 Principal	$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the number of students scoring proficient or distinguished in Science by 5%, from 37.7% to 42.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students scoring P/D in Science.	Students will be exposed to all TCTs at every grade level using the CER method.	Teachers at each grade level will provide instruction in Science through TCTs.	Students will build a knowledge base that increases with each year.	Jan. 2021-Dec. 2021 Principal Teachers	$0
	PLCs to increase vertical alignment of content and consistency of delivery	2nd, 3rd, and 4th grade teachers will meet to design instruction.	Student achievement will increase.	Jan. 2021-Dec. 2021 Principal 2nd-4th Teachers	Sub release funds $4,598 Title I
	New Science Curriculum will be purchased and implemented district wide.	Books/materials will be purchased for 2nd, 3rd, and 4th grade students for consistency, alignment to standards and appropriate rigor.	This will provide consistency in science instruction through vertical alignment.	Jan. 2021-Dec. 2021 Principal 2nd-4th Teachers	$9,502.50 Dist. Allocated Textbook Funds
	Use of computer program to reinforce important concepts.	Computer program will engage students in a novel way to reinforce content and support learning.	Student growth and achievement will increase.	Jan. 2021-Dec. 2021 Principal Teachers	Study Island $409.75 SEEK

Goal 3 (State your achievement gap goal.): Increase the number of students in each GAP group scoring at the P/D levels by 5%, while decreasing overall N/A by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reduce the gap between economically disadvantaged and non-economically disadvantaged, and disability and non-disability students.	Intentional learning focus on gap student groups.	ESS as a support.	Increase in student achievement.	Jan. 2021-Dec. 2021 Principal ESS Coord.	$18,165 Title I
		RtI to assist students below benchmark.	Increase in student achievement.	Jan. 2021-Dec. 2021 Principal RtI Specialist	$34,442 Title I
		PBIS rewards system with supports and rewards.	PBIS monthly reports/referrals.	Jan. 2021-Dec. 2021 Principal Teachers Counselor	$2,473.36 SEEK
		Use of data for student goal-setting	Student growth and achievement.	Jan. 2021-Dec. 2021 Principal Teachers	$0
		Data PLCs to drive instruction	Increase in student achievement.	Jan. 2021-Dec. 2021 Principal Teachers RtI Specialist	$0

Goal 4 (State your growth goal.): Increase the number of students scoring proficient or distinguished or showing categorical growth by 5% as measured by KPREP data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pre-K, K, 1st, 2nd, and 3rd grade students will demonstrate proficiency in readiness skills to advance to the next grade level.	Ongoing assessment to support individualized instruction, rigorous and aligned to readiness expectations for the next grade.	Battelle Developmental Inventory and GOLD online assessment for preschool students.	Early childhood developmental readiness and growth	Jan. 2021-Dec. 2021 Principal Pre Teachers	GOLD $609.45 ($11.95/ student) Brigance $153 ($3/student) District Funds
		Easy CBM to assess grades K-3	Progress monitoring and individual growth and achievement	Jan. 2021-Dec. 2021 Principal K-3 Teachers RtI Specialist	$1,495 District Funds
		3rd grade assessed through Lexia, Star Reading, and KPREP	Increase in overall student achievement and growth	Jan. 2021-Dec. 2021 Principal 3rd Gr. Teachers	MAP $2,750 Striving Readers Lexia $9,350 Striving Readers STAR $4,629 SEEK
Objective 2: 3rd-5th grade students will demonstrate growth as measured by KPREP data and benchmarks.	Provide learning opportunities for students to support growth and overall academic achievement.	Student motivation supports to include PBIS rewards, ESS, computer programs, academic celebrations, goal setting.	Decrease in student behavior referrals; increase in student motivation and achievement.	Jan. 2021-Dec. 2021 Principal Teachers Counselor	PBIS $6,000 SEEK ESS $18,165 Title I Academic Celebrations $600 - SEEK Lexia $9,350 Striving Readers STAR $4,629 SEEK
		PTO Parent Nights to support Reading, Math, and Science to encourage parent participation.	Increase in parent/school partnership.	Jan. 2021-Dec. 2021 Principal Teachers PTO Officers	$1,252 supp. Books/resources shared w/ parents Title I Parent/Fam. Eng.

5: Transition Readiness   NON-APPLICABLE

Goal 5 (State your transition readiness goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

6: Graduation Rate   NON-APPLICABLE

Goal 6 (State your graduation rate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Goal 7: Russell County Schools and Jamestown Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase student internet access and technology device ratio for students from 14 % to 100% in order to provide high quality instruction to students during NTI.	**KCWP 5 Design, Align and Deliver Support**	Internet Service Provide internet service to students and families for Non Traditional Instruction in the form of MiFi Devices, direct installation of internet service, etc…for equitable access to internet and instructional opportunities.	Purchase Orders Reliable internet provided and installed at student homes	July 1, 2020 – June 30, 2021 Superintendent Chief Information Officer Finance Director	Last Mile Fund Duo County $10,000
		Technology To support classroom and virtual leaning, students in grades 2 – 12 were provided with a Chrome Book. This 1 to 1 ratio, will provide our students with a seamless transition from in-person classes to learning from their teachers on-line using Google Classroom and other Google Apps. Teachers were also provided with a Chrome Book to ensure that virtual instruction is provided to students during NTI. Protective cases for each Chrome Book will also be provided. Teacher Webcams for classroom teacher stations were purchased to aid in live teaching sessions during NTI.	Purchase Orders Increase in mastery of standards, on line learning and capability to continue instruction and learning	Summer 2020 Superintendent Director of Federal Programs Director of Curriculum and Instruction Chief Information Officer Finance Director School Administration	Cares Act $99,842 Cares Act $888

Goal 7: Russell County Schools and Jamestown Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		iPads Students in grades Preschool – 1st grade were provided with iPads in protective cases for NTI and in-class instruction.	Purchase Orders Increase in mastery of standards, on line learning and capability to continue instruction and learning	Summer 2020 Superintendent Director of Federal Programs Director of Curriculum and Instruction Chief Information Officer Finance Director	Cares Act $22,731
		Technology Support To provide technology support after regular school hours, students will have access to Tech Help Lines. Two cell phones were purchased for two teachers who will provide the technology support to parents and students after regular school hours.	Students and parents are afforded the opportunity to access technology support help lines to aid in NTI outside of the school day	July 1, 2020 – June 30, 2021 Superintendent District Digital Learning Coach Chief Information Officer Director of State Programs Finance Director Superintendent Technology Support Teachers	ESS $6,000 Cares Act Funding

Goal 7: Russell County Schools and Jamestown Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Instructional Resources – Students/Teachers Funds were used to purchase teacher and student educational supplies and resources for in classroom and NTI instruction. Supplies and resources include, but not limited to…	Purchase Orders Increase in mastery of standards, on line learning and capability to continue instruction and learning; and closing of achievement gaps; equitable access	July 1, 2020 – June 30, 2021 Director of Federal Programs Director of Curriculum & Instruction/State Programs School Administration Teachers	Title $3,399.00 Title IV $150 Title V $586 SRCL $1,492 ESS $13,928.29
		District Digital Learning Coach The Digital Learning coach focuses on the planning, implementation, and follow-up training using the latest instructional digital tools (hardware and software) that maximize student learning across all content areas. The digital learning coach has conducted several training sessions virtually and in-person with teachers, other instructional support staff and substitute teachers in Google Classroom and other Google Applications.	Teachers and Staff will be empowered with newly gained technology knowledge and skills to provide equitable educational experiences to students during in-class and NTI	August 2020 – June 30, 2021 Superintendent Chief Information Officer	Cares Act $80,339 (Salary and Fringes)

Goal 7: Russell County Schools and Jamestown Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Distance Learning Online Study Russell County Schools Digital Learning Lab Team will participate in GRREC's Communities of Practice: Digital Learning Professional Learning Opportunities. Participants will: ➢ Investigate the purpose and need for GRREC Communities of Practice and Design Labs ➢ Consider the potential of building relationships and supporting social & emotional learning in a virtual context ➢ Explore strategies to engage and support students' and educators' learning at their varied levels of need and offer insights regarding district, school, and classroom-level connections Instructional Coaches and other participants will share with school administration and teachers knowledge gained through this professional learning.	Sign-Ins Purchase Order PLC's Meeting Agenda's and Sign-Ins Instructional Support Staff will gain knowledge to support students and teachers during NTI	July 1, 2020 – June 30, 2021 Director or Professional Development Director Of federal Programs Instructional Coaches Gifted and Talented Teachers Special Education Consultant Early Childhood Community Liaison	Title I $600.00