

Phase One: Continuous Improvement Diagnostic North Jackson ES 2018-2019

Phase One: Continuous Improvement Diagnostic

North Jackson Elementary
Jeannie London
2002 North Jackson Highway
Glasgow, Kentucky, 42141
United States of America

Last Modified: 09/28/2018
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TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on classroom observation and SBDM input, we are working to refine and improve teacher clarity. Teachers are working to scaffold Learning Intentions and Success Criteria along with feedback to support students throughout the journey of learning. Teacher clarity has been proven, through research, to double the speed of learning. The North Jackson Elementary staff wants to make sure that they are providing the best instruction possible within all classrooms.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

North Jackson Elementary will involve all staff members in this process through School-Based Instructional rounds, which are focusing on feedback. There are three of these events planned for the school year. At each round, we will take measure of the current level of progress and create next steps that will guide us to move even further. We will share a summary of this data with parents and community members at parent involvement events and activities so that they are included on our journey of continuous improvement. We want all stakeholders and community members to see what we are doing to provide the best education possible for our students. Our schedule and plan to improve our instruction is addressed with our Visible Learning plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 NJE VL Plan	Visible Learning Plan for North Jackson Elementary	1, 2

Phase Two: The Needs Assessment for Schools NJE 2018-19

Phase Two: The Needs Assessment for Schools

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Jeannie London
2002 North Jackson Highway
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Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

The needs of the school were determined based on the review, analysis, and application of the following sources of data: Kentucky Performance Reports KPR analysis meetings of content teachers KPR analysis by the NJE Site Based Council Team meetings with teachers Discipline and attendance reports from PBIS and SWIS data FRYSC reports Identified professional development needs Educational research MAP data Brigrance data Analysis of student work, goals and strategies were formulated by an in-depth analysis of the sources of data utilized by each committee. Review, input, and revision is an ongoing process by all stakeholders in the Professional Learning Community through Comprehensive School Improvement Planning meetings, faculty meetings, data teams meetings, content meetings, and SBDM meetings. These meetings are all documented by minutes, notes, agendas, and student samples kept on file.

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: 3rd Grade Reading: school/district/state: 56.5/55.5/52.3 3rd Grade Math: school/district/state: 51.6/51.1/47.3 4th Grade Reading: school/district/state: 60.0/58.0/53.7 4th Grade Math: school/district/state: 55.3/48.2/47.2 4th Grade Science: school/district/state: 42.4/32.7/30.9 5th Grade Reading: school/district/state: 70.2/59.4/57.9 5th Grade Math: school/district/state: 59.8/56.5/52.0 5th Grade Social Studies: school/district/state: 79.2/68.2/53.0 5th Grade On Demand Writing: school/district/state: 65.0/43.6/40.5 6th Grade Reading: school/district/state: 65.0/43.6/40.5 6th Grade Math: school/district/state: 67.1/63.9/59.7 *31.8% of IEP students tested scored proficient or distinguished in reading and math *42.4% of students tested scored proficient or distinguished in science. *65% of students tested scored proficient or distinguished in on demand writing. *In social studies, 86.5% of males, and 69.2% of females scored proficient or distinguished. In on demand writing, 48.6% of males and 76.9% of females scored proficient or distinguished. Non-Academic Current State: *Per SWIS data, our number of major discipline referrals decreased from 45 in 2016-2017 to 39 in 2017-2018. *The number of referrals in the gym jumped from 1 in 2016-2017 to 6 in 2017-2018, which we have addressed with a staffing change in the current year. *Our total attendance summary percentage for 2017-2018 was 96.17%

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

*The percentage of students scoring proficient or distinguished in on demand writing decreased from 80.5% to 65%. *Only 31.8% of IEP students tested scored proficient or distinguished on KPREP Reading. *47% of students tested with an IEP scored in the novice range in reading. *Only 42.4% of students tested scored proficient or distinguished in Science. *The areas of Measurement/Data and Geometry indicated a "needs work" status for grades 3 and 4. *MAP scores indicate nearly 20% of the fifth grade below the 20th percentile in Language Arts.

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Trends

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

In 2016-2017, 19.2% of students with an IEP tested scored proficient or distinguished in Math, whereas this number increased to 31.8% in 2017-2018. In 2016-2017, 42.3% of students with an IEP tested scored proficient or distinguished in Reading, whereas this number decreased to 31.8% in 2017-2018. In 2016-2017, 61.5% of the whole population scored proficient or distinguished in reading, whereas this number increased to 63.3% in 2017-2018. In 2016-2017, 55.4% of the whole population scored proficient or distinguished in math, whereas this number increased to 58.9% in 2017-2018. The two previous statistic represent growth in both reading and math, and also a closure of the gap between reading and math scores from 6.1% in 2016-2017 to 4.4% in 2017-2018. Attendance Summary percentage for 2016-2017 was 96.22%, and was 96.17% in 2017-2018. Discrepancy in proficient and distinguished scores between males and females is minor in the areas of Reading and Math, but significant in the areas of Social Studies and Writing. Reading: Male: 62.2% Female: 64.3% Math: Male: 58.7% Female: 64.3% Social Studies: Male: 86.5% Female: 69.2% On Demand Writing: Male: 48.6% Female: 76.9%

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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](#)

Deployment of Standards- our school is intentionally focusing on Visible Learning efforts as supported by the research of Dr. John Hattie and Dr. John Almarode. By continuing to strengthen our knowledge, understanding, and implementation of learning intentions and success criteria, we are promoting self regulation in students and helping both teachers and students have a clearer picture of what specifically a learner should be able to do based on the verbiage of the standards. Delivery of Instruction- We are also focusing resources and efforts on our STREAM initiative in attempts to neutralize the disparity between Reading and Math Scores. These high yield strategies incorporating science, technology, informational reading and writing, engineering, art and math lend themselves to instruction that creates ideal circumstances for high levels of cognitive engagement. We have a remarkable new STREAM lab that has been working in conjunction with community partners to foster real world connections and 21st century relevant problem solving skills. Review, Analyze and Apply Data Results- We are continuing to implement Instructional Rounds, with an intentional focus of effective feedback, to help better ensure that students are actively involved in realizing their current location in the learning pit, and making informed decisions about strategies to propel their own next steps in learning.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

All tested subject areas, in all grade levels have P/D performance levels above both the district and state averages. 3rd Grade Reading: school/district/state: 56.5/55.5/52.3 3rd Grade Math: school/district/state: 51.6/51.1/47.3 4th Grade Reading: school/district/state: 60.0/58.0/53.7 4th Grade Math: school/district/state: 55.3/48.2/47.2 4th Grade Science: school/district/state: 42.4/32.7/30.9 5th Grade Reading: school/district/state: 70.2/59.4/57.9 5th Grade Math: school/district/state: 59.8/56.5/52.0 5th Grade Social Studies: school/district/state: 79.2/68.2/53.0 5th Grade On Demand Writing: school/district/state: 65.0/43.6/40.5 6th Grade Reading: school/district/state: 65.0/43.6/40.5 6th Grade Math: school/district/state: 67.1/63.9/59.7 *The P/D performance gap between all students/our free and reduced population is narrowing in reading (63.3%/58.9%), and in math (58.9%/44.7%). Our student attendance has been the highest in the district for the past two school years. Although our on demand writing scores dropped from 81% proficient and distinguished in 2016-2017 to 65% in 2017-2018, this is still well above the state and district average (40.5% and 43.6% respectively).

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 Phase III: Comprehensive Improvement Plan for Schools North Jackson

Phase Three: Comprehensive Improvement Plan for Schools

North Jackson Elementary
Jeannie London
2002 North Jackson Highway
Glasgow, Kentucky, 42141
United States of America

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Status: Locked

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools	3
ATTACHMENT SUMMARY.....	4

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

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

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 GAP Goal - NJES 2018-19	Goal Template	
 Growth Goal - NJES 2018-19	Goal Template	
 Proficiency Goal - NJES 2018-19	Goal Template	
 Separate Academic - NJES 2018-19	Goal Template	
 Transition Goal - NJES 2018-19	Goal Template	

2018-19 Phase III: Closing the Achievement Gap Diagnostic North Jackson ES

Phase Three: Closing the Achievement Gap Diagnostic

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Jeannie London
2002 North Jackson Highway
Glasgow, Kentucky, 42141
United States of America

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Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	6
ATTACHMENT SUMMARY.....	7

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

District has modified the spreadsheet to aid in calculation of GAP percentages. (See attached)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

North Jackson Elementary is a newly built school in the Barren County School District. Since opening our doors in 2009, we have seen tremendous support from our community, parents, and students. According to TELL results, 100% of our teachers feel that they have the support of the community, adequate communication and technology equipment, as well as fast speed internet service which support a well maintained and clean working environment with sufficient classroom space. Our school has been recognized three times for its high performance regarding the TELL survey. This recognition is a tribute to the successful climate and culture that has been created and maintained within our building and extended into our community. Our school culture is very open to co-teaching and the inclusion model for our special needs students. One of our special education teachers was recently named Kentucky Special Education teacher of the year. In the past year, there was an increase

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

See C and D for specific examples of gaps that the school has successfully closed and the ones that persist.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In the area of math, we saw some success in closed the gap with our free and reduced students over the past three years. The number of proficient and distinguished rose from 42.6 to 44.7 percent most recently. We also closed the gap by increasing prof/dist percentages for students with disabilities in math. The percentage increased from 17.4 to 31.8%.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

There are several areas in which the school has lacked necessary progress. In the area of Reading, the sub group performance levels did not increase. In looking at the number of students scoring proficient or distinguished in the area of Math, all areas decreased during the past two years in female sub population performance.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The school's professional development plan has focused on the Visible Learning work by Dr. John Hattie. Through this work, the teachers are learning to enhance their instruction by increasing student engagement and making the learning visible to the students. Work has been completed to address the power standards through constructing common formative assessments and using learning intentions and success criteria to drive the engagement in the classroom. Teachers have learned to use Data Teams to analyze the common formative assessments to focus instruction on the standards that need the most attention. The analyzed data also provides information about individual student needs which is helping to address achievement gaps. Another part of the professional development plan to to use effective feedback to work to development self-regulation in all students as part of their learning progress. This will also help to close the achievement gaps

in all students. The extended school services plan not only address those students in the RTI program, it address the needs of the students in the Gap Groups. Intervention services are provided by a Daytime ESS Assistant that focuses on specific units based on power standards and addresses needs analyzed by the teachers during the Data Team meetings. These services continue in the after-school program. Assistants and teachers supplement the work of the Daytime ESS Assistant and provides instruction in both reading and math to address the specific needs of the students. Additional technology has been purchased to be utilized during the day, as well as after school to support standards and extended learning.

ATTACHMENTS

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

During the past two years, the enrollment of NJE has increased from 540 students to over 570 in grades PK-6. We have seen an increase in the number of Hispanic and homeless students, as well as a decrease in the number of gifted students. Although our teachers analyze data continuously, there was a need to become more proficient in the standards which is why the professional development plan has focused on Visible Learning. There was also a need to increase the amount of co-teaching in order to address the student-teacher ratio and this process has also been started.

G. 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.

School administration, teachers and parents are included on all committees, including the PBIS and SBDM. NJE recently added a minority member (Hispanic) to the SBDM Council. The principal shares all testing data with the teachers and SBDM Council for review. The committees work on various parts of the school improvement plan, making adjustments and suggestions as needed. The plan is shared with the SBDM Council, and they are able to make adjustments and suggestions before approving, as well. List of names and roles of partners: SBDM Parents: Alicia DePaz, , Betsy London and Nicholas Pace PTO President: Jerrica Wright and April Russell, along with the PTO Board Volunteer Coordinator: Darcy Coomer School Leadership, Teachers, Assistants and other stakeholders: (See attachment)

III. Planning the Work

Gap Goals

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).

To increase the reading proficiency for students in the homeless group from 33.3 to 35.3% To increase the reading proficiency for students in the disability group from 31.8 to 34.8% To increase the reading proficiency for students in the consolidated group from 43.6 to 46.6% To increase the math proficiency for students in the homeless group from 25.0 to 28.0% To increase the math proficiency for students in the disability group from 31.8 to 34.8% To increase the math proficiency for students in the consolidated group from 43.6 to 46.6%

ATTACHMENTS

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Closing the Gap

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.

District has adapted the process to allow for the GAP Goal to be attached to this diagnostic. The associated activities have been designed as the school's action plan to address the gap(s) in performance. (See attached Gap Goal.)

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Action Impact Teams	List of the names and roles of strategic partners involved.	II.E
 GAP Goal - NJES 2018-19	Goal Template	III
 North Jackson Elementary Gap Groups for 2018	North Jackson Elementary Gap Groups for 2018	I

2018-19 Phase III: Executive Summary for North Jackson

Phase Three: Executive Summary for Schools

North Jackson Elementary
Jeannie London
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TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

---North Jackson Elementary is a public school housing students in grades preschool through six, with an enrollment of 570 students. We have seventy-six staff members, including all classified and certified staff. The school is located within the city limits of Glasgow, KY, a rural city with a population of approximately 14,000. North Jackson was established in 2009 and is one of seven elementary schools in the Barren County School District. ---There have been many changes since the school opened. Enrollment has increased from 325 in 2009 to approximately 570 at the present time. With this increase, NJE has seen an increase in the number of free/reduced students, as well as Hispanic, special needs, and homeless situations among the students. The number of gifted students has decreased, as well. ---North Jackson is an official "Leader in Me" school, being recognized by Steven Covey as a Leader in Me Lighthouse School". This is our recertification year for this accolade. College and Career Ready Tours have been implemented for all students in grades Kindergarten through six. Students tour various institutes of higher education, vocational schools and military campuses. NJE has developed and implemented "Extension classes" for students in grades four through six in which students choose classes with a math and/or science focus. A wide variety of clubs and activities for students in all grades focus on developing the leader in each individual student. At present, there are 22 offerings of extra curricular activities offered, excluding any sports related opportunities. We offer a hands-on opportunities for learning through community and school partnerships with the use of an on-campus greenhouse. We are proud that each grade level and club does community service throughout the year. NJE has also expanded its Science Lab this year to encompass the STREAM initiative to a greater depth where all students are experiencing coding, engineering and and art integration in math and science curriculum. ----Challenges we face include a growing free/reduced, Hispanic, homeless and special needs student population.,as well as reaching building capacity. Traffic flow is another challenge for North Jackson due to the location of our school and the large population of students who are transported to and from school by private means.

ATTACHMENTS

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School's Purpose

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 program offerings and expectations for students.

--School: North Jackson Elementary ---School Vision: Together we can dream, believe, lead, and achieve. ---School Mission: The North Jackson community will develop each child's potential in order to enable our students to seize opportunities and become leaders with passion, integrity, and honor.

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Notable Achievements and Areas of Improvement

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

Enrollment is the highest it has ever been with approximately 560 students in PK-6th grade. -2015 TELL Honorable Mention Award -Parent engagement includes over 40,000 hours of volunteer service hours logged yearly, ranking among the highest in the district, as well as parent involvement in PTO, SBDM, classroom projects, etc. -Attendance always one of the top 2 in the district. We have won the Highest Attendance Award for three years in a row -Implementation of College and Career Ready trips for students in grades K-6 to various institutes of higher learning, vocational schools and and military establishments. -Official "Leader in Me" School since 2009. Obtained Lighthouse Status in 2014 and maintains this status. -Invitation to present at the Kentucky Exceptional Child Conference for two years. -2015 Distinguished School -2016 Distinguished School -Regional Governor's Cup 2016 1st in Math and 1st in Science, 1st in math -6th Grade Showcase 2015 2nd Quick Recall, 2nd in Math, -Every grade level and club participates in community service projects by students and staff. -Teamwork and staff. Unlike any place in the state or nation. Molly Caswell- Kentucky ECE Teacher of the Year 2016 Christa Middleton and Molly Caswell, co-authors of Leader in Me Curriculum for the Covey Corporation National BETA Champion in Division 1 Math for three consecutive years, 2016, 2017 and 2018 Jr. Beta Club State winners in several events over the past three years Jr. Beta state runner-up in Group Talent Competition, 2017. Performed at the National BETA Convention. Jr. Beta Club third place in Songfest a the National Competition in 2018. FPS Academic Team District and Regional Winner. Students selected for All State Choir 2016, 2017, and 2018. Areas of Improvement: * Improve student achievement in all instructional areas * Improve student achievement on the KPREP Assessment by reducing the number of novice learners.

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Additional Information

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

How the needs of the school were determined: Sources of data included: * Kentucky Performance Reports * KPR Analysis Meetings of Content Teachers * KPR Analysis by the NJE Site-Based Council * Team Meetings with Teachers * Discipline & Attendance Reports * FRYSC Reports * Identified Professional Development Needs * Educational Research * Analysis of Student Work How goals and strategies were decided upon: * Goals and strategies were formulated by an in-depth analysis of the sources of data utilized by each of the nine committees. Review, input, and revision has been an on-going process by all stakeholders of Learning Community through Comprehensive School Improvement, Planning Meetings, Faculty Meetings, Team Meetings, Content Meetings, and SBDM Meetings.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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North Jackson Phase Two: School Assurances 2018-2019

Phase Two: School Assurances

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Jeannie London
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TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	8

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A**

COMMENTS

We are a school-wide program for Title I

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A**

COMMENTS

We are a school-wide program for Title I

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 Phase Three: Title I Annual Review North Jackson ES

Phase Three: Title I Annual Review

North Jackson Elementary
Jeannie London
2002 North Jackson Highway
Glasgow, Kentucky, 42141
United States of America

Last Modified: 11/26/2018
Status: Locked

TABLE OF CONTENTS

Title I Annual Review.....	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Parent and Family Engagement (ESSA Section 1116).....	6
Evaluation of the Schoolwide Program	7
ATTACHMENT SUMMARY.....	8

Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Several forms of data sources were used to conduct the Needs Assessment at NJE- KPREP scores, MAP data, and non-academic data. Formative (CFAs) and summative assessments used in the classrooms are also utilized when making decisions. PLCs review student work and classroom as well as grade level assessment data to determine next steps and make mid course corrections if needed. Data Team training conducted by GRREC and the BC district staff is also part of the process utilized in PLCs for data gathering and progress monitoring for gap populations. Attendance data is reviewed and incentives are offered to increase percentages for improvement. SBDM council and committees provide additional input as well as our PTO. District and school level surveys are given and the information received helped to develop the needs assessment, as well. Priority needs were identified after looking through the multiple areas of data. As a school, Reading was identified as the main focus area at all grade levels because of how it is integrated into all other subject areas. Through an intentional focus on incorporating reading into all content areas and each grade level choosing a "Reading Wildly Important Goal", we believe we can increase our combined reading proficiency as well as grade level reading scores while also reducing the percent novice in our identified gap populations (ECE). Achievement gaps were identified in our ECE population. Reducing the class sizes so that the teachers can address the specific needs of these students in reading was identified as a priority need. The GAP goal and strand addresses this population. Title 1 funds were used for additional staffing in order to reduce class sizes. Funds were also used to purchase materials that would help target our priority areas.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

At North Jackson School our teachers and instructional assistants participate in regular staff development with principal, district staff and regional trainers. We have an intentional focus on research based strategies including those identified in John Hattie's research. North Jackson Elementary School has a schoolwide visible learning plan to guide change and support the learning our staff. All school programming is aligned to meet state standards. One major focus of our school is to provide instruction which is tailored to the needs of each individual student. NJES has a detailed school-wide intervention plan was implemented as written and monitored with fidelity. Closing achievement gaps and reducing novice were the goals for last school year and will continue to be the area of focus. Specific goals were written to serve students in these identified gap groups and programs/strategies are designed around best practice and are research based. All teachers and para-educators who work directly with students are required to implement the research-based strategies in place at our school. The STREAM Leadership Plan, Leader in Me program, College and Career Readiness Program, and Common Core Standards training all address the Schoolwide Reform Strategies. Title 1 funding is being directed to address the goal, by providing family engagement materials to assist with the Leader in Me program, purchasing technology resources to implement the STREAM plan, and other supplemental resources to address the goals in the core areas. Additional staff has also been hired to help address the goals. Utilization of the Title 1 funds have been effective in helping our school to close the achievement gap and reduce the percentage of novice learners.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

At NJE, we feel we have an effective parent and family engagement program. Each year, the Parent and Family Engagement Policy is reviewed with the SBDM members. (See attachment). A powerpoint is shared at the Back to School Bash, as well as the first PTO meeting in September. Each parent/guardian is given a copy of the policy and compact to sign and copies are kept on file in the office. Teachers, parents and students sign the compacts. A wide variety of opportunities are provided for parents and families to become more involved in our school. (See attachment) Parents do not only participate, they help by volunteering as well, which in turn has increased our parent engagement in a variety of events.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Next year, each teacher will be asked to include the Title 1 Powerpoint and other information in their Back to School videos instead of it being shown as a whole group in the gym. This will be more beneficial to parents and will also ensure that all new enrollees will receive the information, as well. Parents will be able to sign the Compacts in a more timely manner. In addition, each parent will be given a list of the Parent Engagement Activities at the Back to School Bash. The Parent Volunteer Coordinator will work closely with administration and teachers to contact parents to increase participation at the events.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation is conducted through a survey and results are gathered and analyzed. (See attachment)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The Parent University at the back to School Bash seemed to be very informative for parents. Teachers also videotaped their information and uploaded it onto their webpages so parents could refer to it during the year. Reading and Math focused events were beneficial to parents/families, as well. The Health and Wellness event brought many families to the school to learn about the 95210 program and how it benefits a child's overall health. The Parent Teacher Conferences in the Fall and Spring had low attendance. It is our desire to increase this in order for us to help meet the needs of the students, especially those that are not at the proficient level.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Several portions of the survey received "yes" ratings. Most parents agreed that they were kept informed of their child's progress throughout the year and communication was easy. They also feel comfortable in the school, principal communication has been provided and they know when there are activities at the school. Some revisions being made as a result of the survey includes providing additional information to parents about how to help their children in the areas of reading and math. This will include, but not limited to, updating websites with programs available, as well as newsletters with information from our RTA teacher.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent and Family Engagement Opportunities	This is a list of some of the opportunities for parents.	3A
 Parent and Family Engagement Policy	Policy that also includes the Compact.	3A
 Survey	This survey is provided online as well as in a hard copy for parents to submit information.	4A
 Survey (Spanish version)	This survey is provided online as well as in a hard copy for parents to submit information.	4A