

18-19 Phase One: Continuous Improvement Diagnostic_09192018_10:54

Phase One: Continuous Improvement Diagnostic

Jessie M Clark Middle School

Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

Last Modified: 11/16/2018

Status: Locked

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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 upon perception surveys given, areas that JCMS will target for improvement are Teaching and Assessing for Learning and Using Results for Continuous Improvement. Four of our lowest scoring items from the parent survey fell in the area of Teaching and Assessing for Learning, and the other was in the area of using result for continuous improvement. Our teachers through the Instructional Rounds process have also targeted active student engagement and differentiation as targeted needs.

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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.

All teachers are involved on committees within the school. Perception surveys will also be given. Parents will participate through perception surveys and involvement on our SBDM or PTSA. Students will be given perception surveys.

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)
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Phase Two: The Needs Assessment for Schools_10152018_15:35

Phase Two: The Needs Assessment for Schools

Jessie M Clark Middle School

Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/14/2019

Status: Open

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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?

Different types of student progress data are reviewed in different stages based on the goal. Student proficiency and growth data are reviewed using the MAP assessment in reading and math that is given three times during an academic year. Based on MAP results, the school student support team reviews results to determine what students need RTI services or other interventions. Student support teams meet twice a month. Separate academic indicator proficiency and growth is monitored using summative standards-based content assessments in individual courses. Teachers meet in PLC groups to analyze student data after each summative assessment.

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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.

The percentage of students scoring novice in math is below 10% in each grade level on KPREP 42% of African American students are proficient or distinguished in Reading on KPREP 59% of Hispanic students are proficient or distinguished in Reading on KPREP 54% of students qualifying for Free/Reduced lunch are proficient or distinguished in Reading on KPREP 18% of Special Education students are proficient or distinguished in Reading on KPREP 21% of English Learners are proficient or distinguished in Reading on KPREP 66% of African American students are proficient or distinguished in Math on KPREP 49% of Hispanic students are proficient or distinguished in Math on KPREP 48% of students qualifying for Free/Reduced lunch are proficient or distinguished in Math on KPREP 15% of Special Education students are proficient or distinguished in Math on KPREP 42% of English Learners are proficient or distinguished in Math on KPREP

ATTACHMENTS

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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.

All scores referenced are from KRPEP 58% of African American students are below proficiency on KPREP in reading 62% of African American students are below proficiency on KPREP in math 79% of English Learners are below proficiency on KPREP in reading 58% of English Learners are below proficiency on KPREP in math 53% of Special Education students are performing at a novice level in reading 47% of Special Education students are performing at a novice level in math

ATTACHMENTS

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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?

The percentage of Special Education students performing at a novice level in reading and math on KPREP. The percentage of English Learners performing novice in reading on KPREP. The percentage of African American students performing below proficient in reading and math on KPREP.

ATTACHMENTS

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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](#)

Design and deliver instruction and review, analyze and apply data.

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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 scores referenced are from KPREP. The percentage of students scoring novice in math is 8%. The percentage of students scoring novice in reading is 15%. The percentage of students scoring novice in social studies is 5%. The percentage of students scoring novice in science is 12%. The percentage of students scoring novice in writing is 10%.


ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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School Assurances_01142019_10:09

 School Assurances

Jessie M Clark Middle School
Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/14/2019
Status: Open

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School Assurances

A. Institution Assurances

1. AdvancED Policies and Procedures

a. The institution has read, understands, and complies with the [AdvancED Policies and Procedures](#).

- Yes
- No

1a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

2. Substantive Changes

a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the [AdvancED Standards and Policies](#). Such changes include, but are not limited to:

- * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
- * Mission and purpose of the institution
- * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
- * Grade levels served by the institution
- * Staffing, including administrative and other non-teaching professional personnel
- * Available facilities, including upkeep and maintenance
- * Level of funding
- * School day or school year
- * Establishment of an additional location geographically apart from the main campus
- * Student population that causes program or staffing modification(s)
- * Available programs, including fine arts, practical arts and student activities

- Yes
- No

2a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

3. Security and Crisis Management Plan

a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

- Yes
- No

3a. Comments

Approved during September 2018 SBDM meeting

COMMENTS

Please enter your comments below.

ATTACHMENTS

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4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- Yes
- No

4a. Comments

Standing SBDM agenda item; uses FCPS approved accounting systems and software

COMMENTS

Please enter your comments below.

ATTACHMENTS

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5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- Yes
- No

5a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

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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 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district 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.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the KPREP proficiency rating at Jessie Clark Middle School from 83 to 88.1(1.7 annually) by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze](#)
[anhttps://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf) [Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the proficiency rating at JCMS from 83 to 84.7 by 2019.	KCWP 2: Design and Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC Documents (Unit Plans)		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough Data		
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Documents (Protocols)		

		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	PLC Common Assessment Data Analysis		
	KCWP 5: Design, Align and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	PLC Data (Assessment analysis and MTSS/SPS minutes)		
		Create and monitor a “Watch List” for students performing below proficiency.	PLC Data (Assessment analysis and MTSS/SPS minutes)		
Objective 2					

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator at JCMS from 75.3 to 82.71 (2.47 annually) by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the separate academic indicator at JCMS from 75.3 to 77.77 by 2019.	KCWP 2: Design and Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Common assessment data PLC Documents (Unit plans)		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthroughs		
	KCWP 5: Design, Align and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	PLC Notes (Assessment analysis and MTSS/SPS Minutes)		
		Create and monitor a “Watch List” for students performing below proficiency.	PLC Notes SPS Minutes		

3: Gap

Goal 3: Keep all sub groups and populations above the cut scores for TSI.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [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](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students in identified GAP areas scoring proficient or distinguished on KPREP. <ul style="list-style-type: none"> ● Free/Reduced Lunch from 51% to 56% ● African American students from 41% to 46% ● Special Education students from 17% to 23% ● English Learners from 32 to 37% 	KCWP 4: Review, Analyze and Apply Data	Implement academic MTSS plan that provides supports for students who do not qualify for RTI, but struggle with acquisition of content.	MAP		
		Create a system to ensure the collected classroom data is analyzed and used to drive instruction.	Common assessment data analysis		
	KCWP 6: Establish Learning Culture and Environment	Ensure Culturally Responsive behaviors are modeled among faculty, staff, and students.	Walkthrough data		
		Continue with the Co-Teaching Cohort to support our students with special needs	Walkthrough data		
		Incorporate explicit instruction of academic tier 2 and tier 3 language to support EL students.	Walkthrough data		
Objective 2					

5: Growth

Goal 5: Increase the growth rating at JCMS from 15.9 to 18.0.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students meeting and/or surpassing their projected growth targets on MAP. <ul style="list-style-type: none"> ● Math from 58% to 63% ● Reading from 52% to 57% 	KCWP 5: Design, Align, and Deliver Support	Bi-weekly progress monitoring data used to design intervention specific to the deficits of the student.	FAST data MAP		
		RTI class designed to work on skills while incorporating help with current content from the math class through pre-teaching or re-teaching.	FAST data MAP		
	KCWP 4: Review, Analyze and Apply Data	Use of Lexia and Reading Plus to individualize skill development	Lexia, MobyMax and Reading Plus growth data		

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

Increase the percentage of students projected to score proficient/distinguished in reading and math (combined) on the MAP test from 67% to 72%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

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- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students projected to score P/D in math on the MAP from 63% to 68%.	KCWP 2: Design and Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC Documents (Unit Plans)		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough Data		
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Documents (Protocols)		
		Increase collaboration in data analysis and student progress towards standards mastery,	PLC Common Assessment Data Analysis		

		including identification of students in need of intervention supports.			
	KCWP 5: Design, Align and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	PLC Data (Assessment analysis and MTSS/SPS minutes)		
		Create and monitor a “Watch List” for students performing below proficiency.	PLC Data (Assessment analysis and MTSS/SPS minutes)		
Objective 2 increase the percentage of students projected to score P/D in reading on the MAP assessment from 70% to 75%	KCWP 2: Design and Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.			
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.			
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.			
	KCWP 5: Design, Align and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs			

		Create and monitor a "Watch List" for students performing below proficiency.			
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Phase Three: Closing the Achievement Gap Diagnostic_01142019_11:15

Phase Three: Closing the Achievement Gap Diagnostic

Jessie M Clark Middle School

Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

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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.

Please see attached document.

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.

Jessie Clark's student populations majority are white, middle class, English speaking students. Each of the past five years, our low SES and minority populations have increased to 28% minority and 40% of our students qualifying for Free/Reduced lunch. In 2017-18 the school experienced an increase in the refugee population due to a redistricting process; thus, we spent time learning about the refugee experience (most of our students are from DRC), and how to best work with students who have experienced trauma. Our goal was to have a smooth transition and to spend time building relationships with our new students. We have continued that work in 2018-19.

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.

Trends we continue to have: Our African-American student perform below their white and Hispanic peers. Our students with special needs score significantly lower than their non-disabled peers. Our ELL students also under-perform when compared to their peers. Though we have experienced a narrowing of the gap in writing and social studies, we experienced a slight increase in the gaps for reading and math across our disaggregated groups.

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

We have shown improvement in the percentage of students in a gap group scoring proficient or distinguished in social studies and writing.

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

We experienced some regression with our gap groups in reading and math.

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).

Mental health - working with students who experience trauma MTSS - providing tiered academic supports for Tier 2 and Tier 3 students ESS - We have a three hour Saturday program that is invitation only for students needed academic assistance. Students are invited through our Student Support Team process. Incorporation of learning strategies classes in reading and math for students with disabilities. Our SBDM elected to add a full-time school social worker to assist in removing barriers for families.

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.

Lack of resources for mental health, need time to develop a continuum of services for students and strategic implementation of the plan

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.

We have spent the past two years developing our department chairs as instructional leaders in our school so we can have a whole school perspective when planning, as well as meeting with different groups of teachers where they are in the learning/implementation process. We involve teachers who are not in leadership roles, parents, and students through surveys and feedback sessions. Individuals included are: Jennifer Kendall (principal), Tonya Smith (administrative dean), Stephanie Henry (language arts department chair), Lisa Withrow (math department chair), Megan Jenkins (social studies department chair), Victoria Aurelius (science department chair), Sarah Nunan and Susan Stallsmith (special education department chairs), Keri Hilbert (PLCS department chair), Ashley Baker (Arts and Humanities department chair), Stacey Rogers (MTSS lead), and Paul Richardson (ESS coordinator).

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).

Jessie Clark was identified as an "other" school based on the results of the 17-18 KPREP results; therefore, our goal is to keep all sub groups and populations above the cut scores for TSI. Increase the percentage of students in identified GAP areas scoring proficient or distinguished on KPREP. Free/Reduced Lunch from 51% to 56% African American students from 41% to 46% Special Education students from 17% to 23% English Learners from 32 to 37%

ATTACHMENTS

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

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.

Please see the attached documents.

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)
 Achievement Gap Group 18-19 JCMS	Breakdown of gap groups	III, III
 Measurable Gap Goal	Breakdown of strategies	III

Gap Group/Total number of students	Percentage of Total School Population
African American Students	8.50%
Hispanic Students	9%
Low SES (F/R lunch)	40%
English Language Learners	4%
Special Education Students	7%

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Phase Three: Executive Summary for Schools

Jessie M Clark Middle School

Jennifer Kendall
3341 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/14/2019

Status: Open

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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?

Jessie Clark Middle School, a school with 1116 students and 103 staff members, is located in an economically and racially diverse urban community in Lexington, Kentucky. Our school continues to achieve at high levels based on recent results from KPREP. Jessie Clark surpassed all proficiency, growth, and gap thresholds set by the state to become one of the few schools with an "other" status signifying that we do not require targeted support or comprehensive support from the district or state. Jessie Clark's current student demographic makeup is 72% white, 8% African American, 8% Hispanic, and 5% two or more races. Our English Learners make up 4% of our school and our students with special needs make up 7%. Our students qualifying for free/reduced lunch have increased 7% to an overall 40% of our student population over the past two years. Additionally, we are enrolling more students with special needs, including Individualized Education Plans, 504 plans and various mental health issues. Based on these special challenges, we have developed many programs and strategies to help our unique population be successful.

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.

Jessie Clark Middle School prepares every student for life-long learning in a safe and welcoming environment. This mission statement was developed collaboratively by the entire staff and approved by the School-Based Decision Making council. In addition, we truly believe in the middle school concept and design our master schedule, building configuration based on this concept. Not only do we place each student within a team of four core subject teachers, but we have designed classroom space to clearly define each team "home". True to the middle school philosophy, Jessie Clark tries to expose all students to a variety of academic courses and extracurricular activities to help them make decisions for their futures. Jessie Clark strongly believes in educating the whole child. Therefore, we develop a master schedule and school-wide programs that foster growth in the physical, social, emotional, and cognitive aspects of each student. Students may take a variety of advanced and content standards-based courses to meet the needs of all of our learners, including those who are gifted and talented and those who struggle academically.

ATTACHMENTS

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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.

Jessie Clark Middle School continues to achieve at high levels on Kentucky state assessments (KPREP) and was the only middle school in Fayette County to meet the requirements with our gap students. We are a Bronze Positive Behavior Intervention and Supports School, and we have a WEB program (Where Everyone Belongs) that incorporates student leadership through mentoring. Our clubs and extracurricular activities are student driven and approved through our SBDM council. A parent perception survey conducted in the fall of 2018 indicated that Jessie Clark provides a safe learning environment, ensures facilities support student learning, provides opportunities for students to participate in activities that interest them, and provides qualified staff members to support student learning. These were our highest scoring items. Our performing arts programs (band, orchestra, chorus) have each earned distinguished ratings for the past several years. We also have embraced a Wellness policy that includes activities for staff and families to stay active and healthy. Even though Jessie Clark Middle School continues to narrow achievement gaps, we continue to work to narrow our achievement gaps with our African American students and students with special needs. Our teachers are involved in a co-teaching cohort to better support our students with special needs, and we continue to make adjustments in our MTSS plans to better support our African American students.

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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.

Jessie Clark Middle School stresses high expectations for all, and we have the data to show that this viewpoint has an impact. Not only does the staff at Jessie Clark have high expectations for our students, but our students have high expectations of themselves. Recent student survey data shows that 99.3% of our students plan to graduate from high school and 99.3% of our students believe that their parents want them to do well in school. This reinforces our mission of life-long learning. Additionally, our students are performing at high levels every day at school. Of our 1116 students, 340 earned a 3.5 or higher for the first semester and 81 students earned a 4.0. Our Junior BETA Club represents our students with a 3.7 or higher, and we have 200 current BETA Club members. Jessie Clark students focus on our community as well as their academics by supporting local organizations and charities. Each year we have a DanceBlue Marathon to support pediatric cancer, food drives for God's Pantry, clothing drives for the Hope Center, fundraising for the Ronald McDonald House and the Progeria Foundation. Our students were also recognized for their work with Mission 22, which is an organization that supports veterans with PTSD.

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Attachment Name	Description	Item(s)
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