SIF-C 20-21 District Narratives for GMAP

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| I**MPROVEMENT PLANNING PROCESS** |
| 1. Describe how the district collaborated with the Comprehensive Support and Improvement (CSI) school and the school’s shareholders (including principals and other school leaders, teachers, and parents) to develop and implement the Comprehensive Support and Improvement Plan (CSIP) and the embedded turnaround plan.

The Office of System and School Improvement, Jones Middle School Leadership, and the Education Recovery Staff collaborated through an on-going process to develop the SIF Continuation Grant application. Through analyzing the needs assessment that was done from gathering feedback from different school level stakeholders, analyzing the turnaround plan, and ensuring that there was good alignment that truly addressed the needs of Jones Middle School. |
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| 1. Describe how the plan was informed by the following indicators at a minimum:
	1. Academic achievement as measured by proficiency on annual state assessment;

Data analysis was conducted on trend data for Jones Middle School looking specifically at KPREP and other internal measures* 1. For elementary and secondary schools which are not high schools, a measure of student growth or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance;

 Not only only did an analysis occur looking through the lens of proficiency, but also through growth. In Boone County we use STAR as a predictor of growth and this data was one of the data points used.* 1. For high schools, the four-year adjusted cohort graduation rate; N/A
	2. For all identified schools, progress in achieving English Language proficiency in each of grades 3-8 and for the grade in which English Learners are assessed in grades 9-12;

English Learners make up a large portion of the student enrollment at Jones. Through collaboration and research of best practice between the Office of School and System Improvement and Jones Middle School EL students will benefit from rigorous core instruction that provides learning opportunities and access for everyone. In addition the middle school family model will provide that additional whole child support. Jones has developed the right structures for ALL students and coupled with the instructional resources and personnel support outlined in the grant, we expect EL students to grow (English Language Development and Proficiency).* 1. For all identified schools, at least one indicator of school quality or student success;

Jones Middle School will review data provided through KPREP using student voice and leverage improvement around the Kentucky IMPACT Survey Results. * 1. Optional measures: student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety.
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| 1. Describe how the plan was developed based on the school’s needs assessment.

The team (as outlined above) together reviewed the school needs assessment that was conducted earlier in the school year as part of the CSIP process. Gathered other school/community input and feedback in order to identify the high leverage priorities that would best support the two Improvement Priorities for Jones Middle School. Weekly meetings were scheduled and conducted for the grant to be developed. |
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| 1. Describe how the plan was approved by the school and district prior to submission to the Kentucky Department of Education (KDE).

The Office of School and System Improvement and District Finance collaborated to develop a 5 step process of how communication and approval would happen. Which also included a consultancy protocol with the Title 1 Coordinator early in the process once grant priorities were identified. |
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| **IMPROVEMENT PLANNING SUPPORT AND MONITORING** |
| 1. Describe how the district will work with the identified school to modify practices and policies to provide operational flexibility that enables full and effective implementation of its comprehensive improvement plan and the embedded turnaround plan.

Operational flexibility will have to be grounded in research/best practice. It is required as part of School Improvement Fund Grants and will be required for other practices in order to illustrate the “why” to the school community. We will use data to drive decisions and next steps through PLCs and quarterly updates for improvement. In addition, key core work processes identified (grant or otherwise) will have to have identified measures of effectiveness. |
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| 1. Describe how the district will monitor the progress of the schools receiving funds or services. Describe the actions the district will take if the implementation of the plan is unsuccessful in order to prevent the school from continuing the progression as a Comprehensive Support and Improvement (CSI) school. Describe the timeline in which monitoring and actions will take place.

The Office of School and System Improvement will have weekly contact with school leadership. In addition, we will collect and review data on a quarterly basis (academic and non-academic) to monitor, measure, and drive next steps. |
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| **RESOURCE REVIEW AND SUSTAINABILITY** |
| 1. Describe the rigorous review process the district will use to recruit, screen, select, and evaluate any external partners with whom the district will work.

For Jones Middle School this would center around contracts/agreements regarding instructional resources. Boone County Schools has developed and currently utilizes a multi-step process for how contracts are approved internal before going to our board of education. |
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| 1. List the resource inequities that were identified in the school’s plan, which may have included a review of local educational agency and school level budgeting.

Planning and support was lacking with the resources that had been provided to Jones prior to CSI identification. With the benefit of having School Improvement funds and with resource allocation from the Superintendent, we have adequately addressed resource issues for Jones Middle School. The Office of School and System Improvement is charged with ensuring effective implementation happens. |
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| 1. Discuss how the application addresses the inequities. Describe how the district will align other Federal, State, and local resources to carry out the activities supported with these funds.

The Office of School and System Improvement oversees Title 1. Jones receives Title 1 Part A funding. In addition with support from the Office of School and System Improvement this has greatly improved planning, communication, and alignment of resources in order to maximize the support needed for ALL students. |
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| 1. Describe the district’s plan to assist the Comprehensive Support and Improvement (CSI) school in sustaining the proposed initiatives once the grant funds have been depleted.

 Sustainability is such an important element to the turnaround process. These funds were designed to provide consistency over the life of the grant in order for consistency and continuity to take place amongst leaders, teacher leaders, and all staff. Growing capacity of staff in the effective use, implementation of resources provided is our key lever towards sustainability. This will happen through PLCS. Understanding best practices within the instructional system as well as how to use restorative practices with students will also provide that sustainability that Jones Middle School should have in place for ALL students. Sustainability will also happen through continuous monitoring and support through and beyond the life of the grant as outlined above with formative and purposeful monitoring visits. In addition, embedding the practices of using data to drive decision making is another high leverage point. |
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