



Comprehensive School Improvement Plan

Jeffersontown Elementary
Jefferson County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Equitable Access Diagnostic - Jeffersontown Elementary

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

90.5% of Jeffersontown Elementary teachers have 4+ years experience. Many of the teachers are dedicated to the school and want to remain year after year. 90.5% of teachers have Advanced degrees. This resembles a large population of highly qualified teachers indicating the students are receiving high quality instruction. 96.1% attendance rate signifies a positive school culture and climate; students want to come to school.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

We noted a barrier related to retention of experienced teachers as they worked to meet the needs of GAP students, yet encounter roadblocks in raising their achievement. Our emphasis will be to provide these teachers effective, research based strategies to implement within the classroom as we avoid teacher burnout and maximize retention.

Experienced teachers lack the tools necessary to effectively differentiate instruction, formatively assess students, and make instructional adjustments based on these assessments. These teachers need additional support in implementing research based instructional strategies and interventions geared toward Novice and Apprentice reduction in their classrooms, particularly for Gap students.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals Jeffersontown Elementary

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.

Measurable Objective 1:

collaborate to improve school climate through school based initiatives by 12/31/2017 as measured by KDE Tell Survey, District Comprehensive School Survey, and KPREP Assessment..

Strategy1:

Professional Development - Teachers will participate in professional development activities that are based on student learning needs and school goals.

Category:

Research Cited:

Comprehensive School Improvement Plan

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Activity - PD Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All professional development activities will be aligned with increasing proficiency for all students.	Professional Learning	01/01/2016	06/01/2017	\$2000 - School Council Funds	PD Lead, Principal, Assistant Principal, Teachers, GCC

Activity - Job Embedded Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded learning activities that develops continuous growth of professional knowledge.	Professional Learning	01/01/2016	06/01/2017	\$500 - School Council Funds	Teachers, Goal Clarity Coach, Principal, Assistant Principal

Activity - PD Determination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The determination of specific professional development activities available will be based on student achievement data, utilizing multiple sources.	Professional Learning	01/01/2016	06/01/2017	\$500 - School Council Funds	PD Lead, Principal, Assistant Principal, Goal Clarity Coach

Activity - PD Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The impact of professional learning activities upon achievement will be monitored and evaluated by staff and administration.	Professional Learning	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Teachers, Assistant Principal, Goal Clarity Coach

Strategy2:

Parent Involvement - Parents will serve as active partners with the school in ensuring student success.

Category:

Research Cited:

Activity - Family Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the Comprehensive School Survey and school based needs assessments, parents will be provided opportunities to give feedback and input to the school.	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annually review and implement Parent Involvement Policy / Compact that outlines strategies to maximize parental involvement.	Parent Involvement	01/01/2016	06/01/2017	\$0 - No Funding Required	SBDM

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through parent conferences, family activity nights (1 per semester), PTA activities and other individual contacts, families will be actively engaged in the education of their children.	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, PTA Board, Teachers

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Activity - Family Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use multiple modes of communication (school newsletter, class newsletter, One Call Alert, Twitter, school website, testing reports and phone calls) to regularly inform parents of school activities and communicate with parents regarding their child's academic progress.	Community Engagement	01/01/2016	06/01/2017	\$1000 - School Council Funds	Principal, Teachers

Strategy3:

Professional Learning Communities - Teachers will collaborate in Professional Learning Communities as they plan curriculum, develop common assessments, analyze student results, and determine interventions to ensure student success.

Category:

Research Cited: DeFour

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers

Activity - Use of Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student performance data, both disaggregated and holistic, will be used by leadership and staff to determine adjustments to instruction and strategies to reduce achievement differences.	Professional Learning	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided timely and specific feedback regarding their mastery of the common core standards through frequent checks for understanding, common formative assessments, student/standard checklist, etc.).	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Activity - Collaboration Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher collaboration opportunities will be monitored through PLC attendance or walkthroughs.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will meet weekly to analyze student performance data.	Professional Learning	01/01/2016	06/01/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach, Principal, Teachers

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Strategy4:

Highly Qualified Staff - Recruit and retain Highly Qualified Teachers and Paraeducators.

Category:

Research Cited:

Activity - Val-Ed Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Val-ed Assessment and analyze data to develop strategies to improve teacher perceptions of working conditions.	Recruitment and Retention	01/01/2016	06/01/2017	\$3000 - District Funding	Principal, Teachers

Activity - TELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TELL Data to evaluate school working conditions and determine strategies for improvement.	Recruitment and Retention	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - Recruit Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboratively work with school staff and district personnel to recruit and identify highly qualified teachers and para-educators who effectively assimilate into the school, while adding new ideas and enhancing school culture.	Recruitment and Retention	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal

Strategy5:

TELL Survey Data - Administration, faculty, and SBDM will review TELL Kentucky data and establish specific strategies to address deficits.

Category:

Research Cited:

Activity - Strategies to Address Deficits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on TELL Data analysis, develop specific strategies to address deficit scores, include those strategies in principal growth plan and document implementation.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, SBDM

Activity - TELL Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Semi-annually administer TELL Kentucky Survey to all certified staff.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Teachers

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Activity - TELL Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through faculty meeting and SBDM meeting, conduct analysis of TELL data.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Teachers, SBDM

Strategy6:

Instructional Practices - Students will be exposed to a variety of effective and research-based instructional strategies that maximize engagement.

Category:

Research Cited: Marzano, Hunter, Best Practices

Activity - Instructional Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement effective and varied instructional practices to maximize student learning and engagement in all subject areas, as documented by regular Administrative walkthroughs.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, GCC

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated instructional strategies to vary learning activities and assessments ensuring instruction is individualized, based on learning styles and student needs.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC

Strategy7:

Curriculum Alignment - Teachers will collaborate to ensure the taught curriculum is rigorous, horizontally and vertically aligned, adheres to the core academic standards, and reflects individual student learning needs.

Category:

Research Cited: DeFour, Marzano

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies will ensure that all students have equitable access to challenging curricula that develops learning, thinking, and life skills.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through implementation of Professional Learning Communities, teachers will align curriculum across all subject areas based on the Kentucky Core Academic Standards (common schedules, essential standards and outcomes, etc.).	Professional Learning	01/01/2016	06/01/2017	\$1500 - School Council Funds	Principal, Assistant Principal, GCC, Teachers

Strategy8:

Kindergarten Readiness - Provide transition activities for incoming kindergarteners and screen students for readiness.

Category:

Research Cited:

Activity - Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Screen all incoming kindergartners with Brigance assessment and analyze data for specific interventions.	Academic Support Program	01/01/2016	06/01/2017	\$2000 - School Council Funds	Principal, Assistant Principal, Kindergarten Teachers, Goal Clarity Coach

Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Kindergarten Readiness Packets to incoming families and local daycare facilities.	Academic Support Program	01/01/2015	06/01/2017	\$1000 - School Council Funds	Principal, Assistant Principal, Goal Clarity Coach

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule orientation and informational sessions for incoming kindergarten families, with delivery of readiness materials.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Kindergarten Teachers

Strategy9:

School Climate - The SBDM and school leadership teams will monitor school climate data that impact student achievement and make adjustments when necessary.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and leadership teams (ILT, RTI, PLC, and PGES) will collect and monitor non-academic data on a monthly basis to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, ILT Team, RTI Team, PLC Team and PGES Team

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

- Keary Walker, Principal
- Brooke Schilling, Assistant Principal
- Lisa Morris, Goal Clarity Coach
- Michelle Hall
- Kory DeMoss
- Jason Hardy
- Kim Smith
- Kristy Robinson
- Laura Morris
- Sherry McKinzie
- April Williams
- Ramonda Saunders
- Rose Thompson
- Beth Dowdell
- Shannon Townsley

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

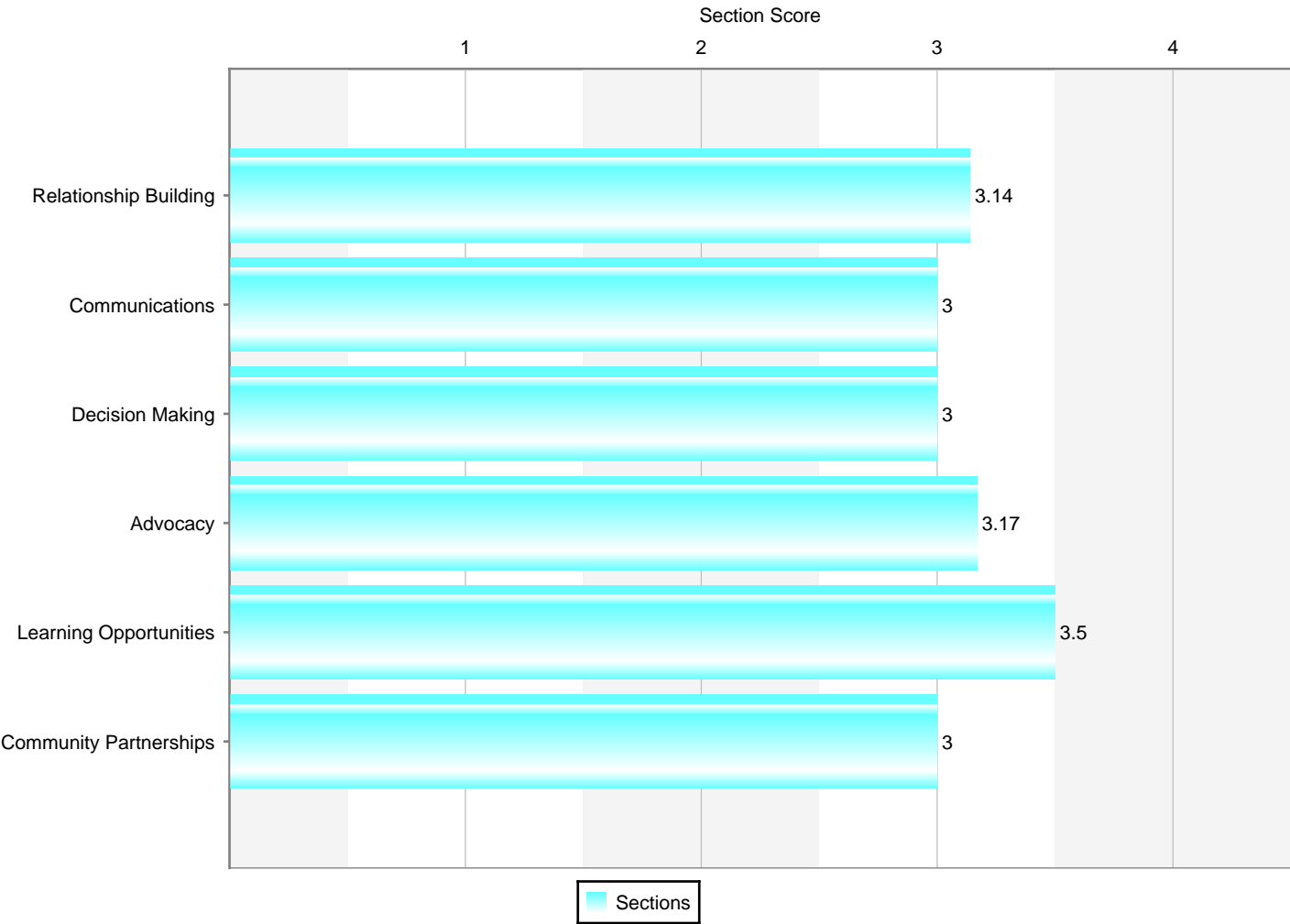
Reflect upon your responses to each of the Missing Piece objectives.

"The Missing Piece" document makes clear that Jeffersontown Elementary has many strengths in involving stakeholders in the support of student's academic achievement. Our two top scoring areas of strength are in Relationship Building and Advocacy. Parents report that Jeffersontown Elementary school staff understands and demonstrate strong relationships with parents that contribute to effective teaching and student learning. We have developed strategies to increase parental involvement in the design, implementation and evaluation of a Parent Compact and Parent Involvement Policy. We encourage continuous and meaningful communication with all parents about their student's academic goals and progress through parent-teacher conferences, newsletters, progress reports, student assessment folders and Infinite Campus. The student and family feedback data on school welcoming and engagement efforts is documented in our school improvement plan and is readily available on our school website and linked to the Jefferson County Public Schools website.

Jeffersontown faculty will continue to work toward building stronger community partnerships. We will work with parents and multiple businesses and organizations to have a seamless integration of consistent and sustained family support services from the school and community to reduce student barriers to learning.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process for engaging a variety of stakeholders (parents/certified/classified) funneled through the work of the School Based Decision Making Council. Council members, elected by their representative groups were oriented to the plan and provided input on the goals, objectives and strategies of the plan. Meetings were scheduled in late afternoon / early evening to accommodate attendance. Upon receipt of plan, engaged stakeholders sought input from their representative groups and brought that input to school administration for consideration.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representatives from stakeholder groups include parents, teachers, classified staff, and school district administration. These groups are representative of the community at large, including the city of Jeffersontown. Their responsibilities during the review process included examination of plan and the provision of input. Continued solicitation of their support will occur during plan implementation.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all stakeholders through making "hard copies" available at the school level, providing links to the plan electronically, and review at School Based Decision Making Meetings. Progress towards the implementation of the plan will be communicated each semester.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

In our emphasis to ensure all students are proficient in all subject areas, our planning process outlines improvement strategies for each subject area. Our school's Professional Learning Communities are focused on improving student achievement. Through PLC's teachers use multiple sources of data to monitor student progress towards proficiency in all content areas through the school year. Teachers plan interventions and enrichment opportunities based on various forms of assessment data and make adjustments when necessary. In addition, Jeffersontown Elementary uses the Renaissance software system, (STAR Reading, STAR Math and Early Literacy) to assess student reading and math learning levels. Then, clearly communicates those levels to students and parents. We've found this has greatly increased ownership over learning on the part of our stakeholders.

We've found perception data from parents, students, and staff to be quite positive (based on TELL Kentucky survey and stakeholder feedback surveys at the district level). Teachers perceive the school as a good place to work and learn. Parents communicate confidence in our ability to positively impact the lives of their children. Students love being a part of our school family.

We will continue to target the areas of reading, math, social studies and on-demand writing, along with proficiency improvement of our "gap" students. In reading, we are working to ensure students are immersed in grade level text, both literary and informative. We pose questions to students from the text and expect students to provide responses with information from the text as evidence. In mathematics, we are building math fluency and continue to focus on developing sophisticated problem-solving skills that require students to not only calculate an "answer", but clearly communicate their reasoning. In social studies teachers will identify and use cross-curricular resources in an integrated approach to social studies instruction. Teachers will also frequently use close reading activities of social studies content during ELA instruction. For on-demand writing, teachers across all grade levels will increase the use of on-demand writing throughout the school year.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

In the 2015-16 school year Jeffersontown Elementary meet their Annual Measureable Objective (AMO). Our goal was 61.1 and we surpassed this goal by one point, scoring a 62.1 on the 2015-16 KPREP State Assessment. In addition, we demonstrated significant gains across all content areas for our GAP student population, except for Language Mechanics.

Our greatest gains were in On-demand writing where we scored a 51.7% P/D which exceeded both district and state P/D scores. We were above the district average in all content areas. We were also above the state average in all content areas except Language Mechanics. Our Reading (59.8% P/D) and Social Studies (60.2% P/D) were our areas with the overall highest performance.

During 2015-16 school year, we implemented a school-wide on-demand writing program. All students, grades K-5, participated in three on-demand writing exercises. Teachers met in vertical teams to analyze student writing and make suggestions for improvement across all grade levels. This system will continue throughout the current school year, with students participating in school-wide on-demand writing situations monthly.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

While Jeffersontown Elementary students scored above the district average in all content areas except language mechanics, most concerning is we received zero points for novice reduction in reading. Our reexamination of reading instruction and scheduling will increase the emphasis in this area and result in improved achievement. All teachers have team common schedules with bell-to-bell instruction. Instructional lesson planning will focus on differentiated instruction, active student engagement, intentional focus on rigor and relevance of planned activities and use of formative assessments to adjust instruction.

The use of an intentional remediation process is being implemented to address the issues of student growth and achievement across all grade levels. Ongoing analysis of student data at PLC meetings and weekly team meetings keep our focus on continuous improvement. Instructional subgroups will be formed utilizing data analysis of student progress toward mastering state standards. Teachers will focus on supporting student's academic growth leading to Proficiency. Jeffersontown Elementary's RTI Leadership Team will monitor the development of student intervention and enrichment plans making suggestions for adjustments when necessary based on student data analysis.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Through use of multiple forms of assessment, teachers will continue to monitor student growth in areas in need of improvement. Teachers will meet weekly with their PLC grade-level groups to analyze student work, assessments, and overall mastery of common core standards. Within the PLC, teachers will formulate a plan to address individual student needs; this will include re-teaching standards, intervention groups, and enrichment opportunities.

As CASCADE assessments are directly aligned with standards and KPREP performance. These assessments are a valuable source of data that teachers will use to plan interventions and enrichment programs to enhance student learning. Using the diagnostic assessment compared to the proficiency assessment, teachers are able to compare the progress of student learning toward each key focus topic aligned under each grade level standard. These assessments serve as a formative pre-assessment and a summative post-assessment, giving teachers the opportunity to focus on student learning and how to better prepare them for mastery prior to taking the proficiency assessment.

In conclusion, Jeffersontown faculty will continue to focus on student mastery of common core standards. More specifically, we are committed to assessing students and planning for interventions and enrichment based on student academic needs and individual assessment performance. Our work as a school will be guided by the analysis of student data and the planning for next steps based on what our students need most to be successful in each content area. We are prepared to monitor students and recognize or intervene based on student's overall mastery and understanding of each academic standard within the common core.

Jeffersontown Elementary Goals and Plan 2016-17

Overview

Plan Name

Jeffersontown Elementary Goals and Plan 2016-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of GAP students scoring proficient by 2019.	Objectives: 7 Strategies: 7 Activities: 24	Academic	\$34678
2	Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.	Objectives: 1 Strategies: 9 Activities: 28	Organizational	\$11500
3	Attain a score of 3 or 4 on all indicators of Program Reviews by 2019.	Objectives: 2 Strategies: 8 Activities: 20	Organizational	\$139500
4	Jeffersontown Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year will be used to set targets for the 2016-17 school year.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$500
5	Increase achievement (proficiency rates) to meet KDE delivery targets in all five content areas by 2019.	Objectives: 4 Strategies: 3 Activities: 12	Academic	\$0
6	Instructional Resources Goal - Jeffersontown Elementary will use 100% of state allocated textbook funding, along with other district resources, to purchase Journeys Common Core Reading Curriculum for classrooms.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$27000

Goal 1: Increase the percentage of GAP students scoring proficient by 2019.

Measurable Objective 1:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in English Language Arts by 12/31/2017 as measured by K-Prep reading scores..

Strategy 1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Reading, STAR Early Literacy, RDA, RPA, Running Records, PAT and/or anecdotal notes). Assessments will be used to identify student reading levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Assistant Principal, Counselor, Goal Clarity Coach, Teachers
Activity - Leveled Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled books in the book room and classrooms will be utilized resources to supplement guided reading and shared reading.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers
Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Assistant Principal, Goal Clarity Coach, Principal, Teachers
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier Interventions through Response to Intervention, Moby Max, Reading Recovery, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$20178	District Funding	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Teachers, RTI Instructional Assistant

Comprehensive School Improvement Plan

Jefferson Elementary

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Instructional Leadership Team

Strategy 2:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate reading progress.

Category:

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 and Tier 3 interventions.	Direct Instruction	01/01/2016	06/01/2017	\$12000	School Council Funds	ESS Coordinator, Principal

Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Goal Clarity Coach, RTI Leadership Team

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computer lab will be open before and after school for student intervention and enrichment opportunities.	Direct Instruction	01/01/2016	06/01/2017	\$2500	District Funding	Principal, ESS Coordinator

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	GCC, PTP Committee, PTP Coordinator

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in Mathematics by 12/31/2017 as measured by K-Prep.

(shared) Strategy 1:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

Comprehensive School Improvement Plan

Jeffersontown Elementary

Category:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier Interventions through Response to Intervention, Moby Max, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant
Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal

(shared) Strategy 2:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Jeffersontown Elementary

Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0	School Council Funds	ESS Coordinator, Principal
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Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computer lab will be open before and after school to provide students with intervention and enrichment opportunities.	Academic Support Program	01/01/2016	06/01/2017	\$0	District Funding	Principal, ESS Coordinator

Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee

Measurable Objective 3:

60% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Content in Science by 12/31/2017 as measured by District Proficiency Assessments.

Strategy 1:

Assessment Driven Instruction - Teachers will use formative and summative assessments as they plan lessons and units in their professional learning communities.

Category:

Research Cited: DeFour

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Proficiency Assessments will be administered to students according to the District's assessment schedule entered on CASCADE. Teachers will use student data and work samples to drive instruction, measure student progress, and track trends.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Assistant Principal, Goal Clarity Coach, Teachers

Comprehensive School Improvement Plan

Jeffersontown Elementary

Activity - Instructional Modifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community teams will meet to discuss disaggregated assessment data as they determine instructional strategies and modifications for all subgroups, based on current performance.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Teachers

Measurable Objective 4:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Content in Social Studies by 12/31/2017 as measured by K-Prep.

Strategy 1:

Assessment Driven Instruction - Teachers will use assessment data to design and develop social studies learning activities that ensure success for all student groups.

Category:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessments (SSPA) each grading period with school or district created learning checks. Results will be recorded in CASCADE and used for diagnostic and reteaching purposes.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Assistant Principal, Teachers

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing collaboration at each grade level/between grade levels, with special area teachers, ECE teachers, ESL teachers, and district resources for social studies.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instructional activities based on pre-assessment as evidenced by teachers' lesson plans, sample work, and administrator walk through observations. Teachers will share Social Studies strategies in team meetings, particular strategies to enhance success of gap students.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Measurable Objective 5:

48% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in Writing by 12/31/2017 as measured by KPREP writing scores..

Strategy 1:

Teacher Collaboration - Teachers will collaborate as they assess learning needs and determine instructional modifications to ensure gap students attain proficiency in writing.

Category:

Comprehensive School Improvement Plan

Jeffersontown Elementary

Activity - ECE, ESL Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE and ESL teachers will collaborate with regular education teachers in developing writing skills using E/LA standards so that all students will reach academic proficiency.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers
Activity - PLC Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade groups to analyze student writing and determine next steps for individuals and/or class, based on E/LA standards.	Academic Support Program	01/01/2016	06/01/2017	\$0	Other	Goal Clarity Coach, Teachers

Measurable Objective 6:

15% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices in Mathematics by 12/31/2017 as measured by KPREP.

(shared) Strategy 1:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

Category:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Jeffersontown Elementary

Implement Tier Interventions through Response to Intervention, Moby Max, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant
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Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal

(shared) Strategy 2:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0	School Council Funds	ESS Coordinator, Principal

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computer lab will be open before and after school to provide students with intervention and enrichment opportunities.	Academic Support Program	01/01/2016	06/01/2017	\$0	District Funding	Principal, ESS Coordinator

Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Jefferson Elementary

Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee
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Measurable Objective 7:

24% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices in Reading by 12/31/2017 as measured by KPREP.

(shared) Strategy 1:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

Category:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier Interventions through Response to Intervention, Moby Max, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Jeffersontown Elementary

Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal
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(shared) Strategy 2:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0	School Council Funds	ESS Coordinator, Principal

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computer lab will be open before and after school to provide students with intervention and enrichment opportunities.	Academic Support Program	01/01/2016	06/01/2017	\$0	District Funding	Principal, ESS Coordinator

Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee

Goal 2: Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.

Comprehensive School Improvement Plan

Jeffersontown Elementary

Measurable Objective 1:

collaborate to improve school climate through school based initiatives by 12/31/2017 as measured by KDE Tell Survey, District Comprehensive School Survey, and KPREP Assessment..

Strategy 1:

Curriculum Alignment - Teachers will collaborate to ensure the taught curriculum is rigorous, horizontally and vertically aligned, adheres to the core academic standards, and reflects individual student learning needs.

Category:

Research Cited: DeFour, Marzano

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through implementation of Professional Learning Communities, teachers will align curriculum across all subject areas based on the Kentucky Core Academic Standards (common schedules, essential standards and outcomes, etc.).	Professional Learning	01/01/2016	06/01/2017	\$1500	School Council Funds	Principal, Assistant Principal, GCC, Teachers

Activity - Equitable Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional strategies will ensure that all students have equitable access to challenging curricula that develops learning, thinking, and life skills.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

Strategy 2:

Instructional Practices - Students will be exposed to a variety of effective and research-based instructional strategies that maximize engagement.

Category:

Research Cited: Marzano, Hunter, Best Practices

Activity - Instructional Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement effective and varied instructional practices to maximize student learning and engagement in all subject areas, as documented by regular Administrative walkthroughs.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Principal, Assistant Principal, GCC

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated instructional strategies to vary learning activities and assessments ensuring instruction is individualized, based on learning styles and student needs.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

Strategy 3:

Professional Development - Teachers will participate in professional development activities that are based on student learning needs and school goals.

Category:

Activity - PD Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All professional development activities will be aligned with increasing proficiency for all students.	Professional Learning	01/01/2016	06/01/2017	\$2000	School Council Funds	PD Lead, Principal, Assistant Principal, Teachers, GCC

Activity - Job Embedded Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded learning activities that develops continuous growth of professional knowledge.	Professional Learning	01/01/2016	06/01/2017	\$500	School Council Funds	Teachers, Goal Clarity Coach, Principal, Assistant Principal

Activity - PD Determination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The determination of specific professional development activities available will be based on student achievement data, utilizing multiple sources.	Professional Learning	01/01/2016	06/01/2017	\$500	School Council Funds	PD Lead, Principal, Assistant Principal, Goal Clarity Coach

Activity - PD Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The impact of professional learning activities upon achievement will be monitored and evaluated by staff and administration.	Professional Learning	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Teachers, Assistant Principal, Goal Clarity Coach

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Strategy 4:

Professional Learning Communities - Teachers will collaborate in Professional Learning Communities as they plan curriculum, develop common assessments, analyze student results, and determine interventions to ensure student success.

Category:

Research Cited: DeFour

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will meet weekly to analyze student performance data.	Professional Learning	01/01/2016	06/01/2017	\$0	No Funding Required	Assistant Principal, Goal Clarity Coach, Principal, Teachers

Activity - Use of Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student performance data, both disaggregated and holistic, will be used by leadership and staff to determine adjustments to instruction and strategies to reduce achievement differences.	Professional Learning	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers

Activity - Student Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided timely and specific feedback regarding their mastery of the common core standards through frequent checks for understanding, common formative assessments, student/standard checklist, etc.).	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Activity - Collaboration Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher collaboration opportunities will be monitored through PLC attendance or walkthroughs.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC
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Strategy 5:

School Climate - The SBDM and school leadership teams will monitor school climate data that impact student achievement and make adjustments when necessary.

Category: Continuous Improvement

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and leadership teams (ILT, RTI, PLC, and PGES) will collect and monitor non-academic data on a monthly basis to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, ILT Team, RTI Team, PLC Team and PGES Team

Strategy 6:

Parent Involvement - Parents will serve as active partners with the school in ensuring student success.

Category:

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through parent conferences, family activity nights (1 per semester), PTA activities and other individual contacts, families will be actively engaged in the education of their children.	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, PTA Board, Teachers

Activity - Family Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will use multiple modes of communication (school newsletter, class newsletter, One Call Alert, Twitter, school website, testing reports and phone calls) to regularly inform parents of school activities and communicate with parents regarding their child's academic progress.	Community Engagement	01/01/2016	06/01/2017	\$1000	School Council Funds	Principal, Teachers

Activity - Family Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Comprehensive School Survey and school based needs assessments, parents will be provided opportunities to give feedback and input to the school.	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Principal

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Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually review and implement Parent Involvement Policy / Compact that outlines strategies to maximize parental involvement.	Parent Involvement	01/01/2016	06/01/2017	\$0	No Funding Required	SBDM

Strategy 7:

TELL Survey Data - Administration, faculty, and SBDM will review TELL Kentucky data and establish specific strategies to address deficits.

Category:

Activity - TELL Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Semi-annually administer TELL Kentucky Survey to all certified staff.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Teachers

Activity - TELL Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through faculty meeting and SBDM meeting, conduct analysis of TELL data.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Teachers, SBDM

Activity - Strategies to Address Deficits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on TELL Data analysis, develop specific strategies to address deficit scores, include those strategies in principal growth plan and document implementation.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, SBDM

Strategy 8:

Kindergarten Readiness - Provide transition activities for incoming kindergarteners and screen students for readiness.

Category:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule orientation and informational sessions for incoming kindergarten families, with delivery of readiness materials.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Kindergarten Teachers

Activity - Readiness Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Screen all incoming kindergartners with Brigance assessment and analyze data for specific interventions.	Academic Support Program	01/01/2016	06/01/2017	\$2000	School Council Funds	Principal, Assistant Principal, Kindergarten Teachers, Goal Clarity Coach
Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Kindergarten Readiness Packets to incoming families and local daycare facilities.	Academic Support Program	01/01/2015	06/01/2017	\$1000	School Council Funds	Principal, Assistant Principal, Goal Clarity Coach

Strategy 9:

Highly Qualified Staff - Recruit and retain Highly Qualified Teachers and Paraeducators.

Category:

Activity - TELL Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize TELL Data to evaluate school working conditions and determine strategies for improvement.	Recruitment and Retention	01/01/2016	06/01/2017	\$0	No Funding Required	Principal
Activity - Val-Ed Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer Val-ed Assessment and analyze data to develop strategies to improve teacher perceptions of working conditions.	Recruitment and Retention	01/01/2016	06/01/2017	\$3000	District Funding	Principal, Teachers
Activity - Recruit Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboratively work with school staff and district personnel to recruit and identify highly qualified teachers and para-educators who effectively assimilate into the school, while adding new ideas and enhancing school culture.	Recruitment and Retention	01/01/2016	06/01/2017	\$0	No Funding Required	Principal

Goal 3: Attain a score of 3 or 4 on all indicators of Program Reviews by 2019.

Measurable Objective 1:

collaborate to meet the indicators of the Arts/Humanities program review by 12/31/2017 as measured by earning a 3 or 4 on all indicators.

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Strategy 1:

A/H Activities - All students will participate in Arts & Humanities (A&H) activities at each grade level aligned with local, state, and national arts standards.

Category:

Activity - A/H Productions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in at least one on-stage production each year for a live audience of peers, family, friends and community members.	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Arts & Humanities Teacher, Mrs. Shannon Townsley

Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide partial funding for a school language teacher (along with funding from the World Language program) to provide services for instruction in Spanish. Academic progress of students will be benchmarked and monitored for evaluation of success.	Direct Instruction	01/01/2016	06/01/2017	\$120000	School Council Funds, District Funding	Principal, SBDM

Strategy 2:

Communication of Standards - Teachers will clearly communicate learning targets to students.

Category:

Research Cited: Marzano

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post learning objectives through the use of "I can" statements and clearly defined standards and performance skills expected for achievement.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Strategy 3:

Arts Related Activities - Students will be given opportunities to join and/or audition for arts-related extracurricular activities.

Category:

Activity - Artistic Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to live artistic performances in the school setting performed by professional community artists in the form of plays, hands-on workshops and artist residencies.	Community Engagement	01/01/2016	06/01/2017	\$1500	Other	Mrs. Townsley, PTA

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Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a variety of artistic venues and performances through class field trips.	Field Trip	01/01/2016	06/01/2017	\$5000	School Council Funds	Teachers

Activity - Clubs & Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Dance Team, Dance Ensemble, Young Rembrandt's, Art Club and Drama Club.	Extra Curricular	01/01/2016	06/01/2017	\$10000	School Council Funds	Principal, Teachers

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community outreach through the arts will be achieved through nursing home performances, student-directed arts festivals with proceeds raised going to local organizations, and donations of visual art given to local agencies.	Extra Curricular	01/01/2016	06/01/2017	\$0	No Funding Required	Activity Sponsors

Activity - Submission of Artwork	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will submit artwork to at least one community organization or local contest (i.e. PTA Reflections art contest, Derby Festival Ambassador Welcome Cards, Holiday Cards for Heroes, or Camp Quality Hope Cards.)	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Mrs. Townsley

Strategy 4:

A/H Professional Development - Teachers will be given opportunities for growth and professional development in the arts to improve instructional practices and understanding of arts-specific content.

Category:

Activity - Arts PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will attend arts-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$1000	School Council Funds	Mrs. Townsley, Principal

Measurable Objective 2:

collaborate to meet the indicators of the Practical Living program review by 12/31/2017 as measured by earning a 3 or 4 on all indicators.

Strategy 1:

Practical Living Curriculum - All students will participate in Practical Living activities at each grade level aligned with local, state, and national standards.

Category:

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Activity - Practical Living Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in practical living activities at each grade level as outlined in the JCPS Curriculum guides as evidenced by assessments and lesson plans.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Physical Education Teacher: Ms. Smith
Activity - Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate students will attend a career fair.	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Ms. Smith
Activity - Community Programs to Enhance Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to various community programs to enhance their PL content knowledge (i.e. Bike Rodeo, DARE, Jump Rope For Heart, Hwang's Martial Arts)	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Ms. Smith
Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from HPSE will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Ms. Smith
Activity - Practical Living Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to PL content through class field trips (i.e. Biztown, Safety City, Fire Department) and various presenters (i.e. Nutrition Magician).	Field Trip	01/01/2016	06/01/2017	\$1000	School Council Funds	Teachers
Activity - Performance Tasks / Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will produce knowledge work based on performance tasks in Practical Living classes, as evidenced by performance tasks and/or sample student work.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Ms. Smith, Teachers
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Wellness Policy will be reviewed/revised by SBDM Council, as well as implemented by classroom teachers.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	SBDM, Teachers

Strategy 2:

Learning Targets - Teachers will clearly communicate learning targets to students.

Category:

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Research Cited: Marzano

Activity - I-Can Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post learning objectives with each lesson as evidenced by postings noted during walk-throughs.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Strategy 3:

Practical Living Activities - Students will be given opportunities to join and/or participate in practical living oriented extracurricular activities, as well as community based programs.

Category:

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as cross country, basketball, dance, cheerleading, gardening club, student council, green team, safety patrol.	Extra Curricular	01/01/2016	11/01/2017	\$500	School Council Funds	Activity Sponsors, Principal

Activity - Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will provide school-wide vision and dental screenings.	Community Engagement	01/01/2016	06/01/2017	\$0	No Funding Required	Family Resource Center Coordinator

Strategy 4:

Practical Living Professional Development - Teachers will be given opportunities for growth and professional development in Practical Living to improve instructional practices and understanding of the PL content.

Category:

Activity - Content Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practical Living teachers will attend content-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$500	School Council Funds	Ms. Smith, Teachers

Goal 4: Jeffersontown Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year will be used to set targets for the 2016-17 school year.

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Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 12/31/2017 as measured by surveys or other checks of understanding after professional development activities.

(shared) Strategy 1:

Teacher Training and Implementation - Provide training in the Danielson Framework, the TPGES System, and implement new evaluation system.

Category: Professional Learning & Support

Activity - Teacher Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate as a TPGES school during the 2015-16 school year with all teachers being evaluated using this system	Professional Learning	01/01/2016	06/01/2017	\$500	District Funding	Principal, Assistant Principal, Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in Danielson Framework and TPGES System using district training modules and rubric.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Teachers

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a Student Growth Goal based on student data in collaboration with the principal for the 2015-16 school year.	Professional Learning	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Student Growth Teacher Lead

Measurable Objective 2:

collaborate to move teachers toward proficiency in the Teacher Professional Growth Effectiveness System (TPGES) by 12/31/2017 as measured by Teacher evaluations.

(shared) Strategy 1:

Teacher Training and Implementation - Provide training in the Danielson Framework, the TPGES System, and implement new evaluation system.

Category: Professional Learning & Support

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Activity - Teacher Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate as a TPGES school during the 2015-16 school year with all teachers being evaluated using this system	Professional Learning	01/01/2016	06/01/2017	\$500	District Funding	Principal, Assistant Principal, Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in Danielson Framework and TPGES System using district training modules and rubric.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Teachers

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a Student Growth Goal based on student data in collaboration with the principal for the 2015-16 school year.	Professional Learning	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Student Growth Teacher Lead

Goal 5: Increase achievement (proficiency rates) to meet KDE delivery targets in all five content areas by 2019.

Measurable Objective 1:

68% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on standards in Social Studies by 12/31/2017 as measured by 2016-17 KPREP Assessment..

Strategy 1:

Social Studies Instruction and Assessment - Administration will ensure best practice in Social Studies instruction and assessment.

Category: Continuous Improvement

Research Cited: KPREP Assessment

Activity - Resources and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will identify and use cross-curricular resources in an integrated approach to Social Studies Instruction.	Professional Learning	01/01/2016	06/01/2017	\$0	General Fund	Teachers, GCC, Principal, Assistant Principal
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Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer and analyze extended response questions in grade level PLCs.	Other	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently use close reading activities of Social Studies content during ELA instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	General Fund	Teachers, GCC

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will vary Social Studies instructional activities to differentiate instruction for diverse learners.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Principal, Assistant Principal

Measurable Objective 2:

53% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Writing by 12/31/2017 as measured by 2016-17 KPREP Assessment.

Strategy 1:

On-Demand Writing Instruction and Assessment - Administration will ensure best practices in On-Demand Writing instruction and assessment.

Category: Continuous Improvement

Research Cited: Professional Learning Community (PLC) process

Activity - School-wide On-Demand	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across all grade levels will participate in a school-wide on-demand writing event three times per year.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Principal, Assistant Principal

Activity - Cross Curricular	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will practice aligning on-demand writing activities with standards from other content areas.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

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Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a school wide common graphic organizer (FAMP: Form, Audience, Mode, Purpose) to analyze on-demand writing prompts.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC

Measurable Objective 3:

66% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Reading by 12/31/2017 as measured by 2016-17 KPREP Assessment..

(shared) Strategy 1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, Moby Max and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers

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Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Principal, Assistant Principal

Measurable Objective 4:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Mathematics by 12/31/2017 as measured by 2016-17 KPREP Assessment.

(shared) Strategy 1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, Moby Max and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, GCC, Teachers
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Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, GCC, Principal, Assistant Principal

Goal 6: Instructional Resources Goal - Jeffersontown Elementary will use 100% of state allocated textbook funding, along with other district resources, to purchase Journeys Common Core Reading Curriculum for classrooms.

Measurable Objective 1:

collaborate to provide teachers access to reading materials based on Kentucky Common Core Academic Standards. by 12/31/2017 as measured by assessment analysis during professional learning community meetings..

Strategy 1:

Reading Materials - Provide primary classrooms with research based reading materials aligned with Kentucky Common Core Academic Standards (Journeys Common Core - Reading curriculum)

Category: Professional Learning & Support

Research Cited: Common core aligned instruction and assessments

Activity - Fourth Grade Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Journeys Common Core reading program by Harcourt for fourth grade classrooms.	Academic Support Program	01/01/2017	12/31/2017	\$27000	District Funding	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Before and After School Computer Lab	The computer lab will be open before and after school to provide students with intervention and enrichment opportunities.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, ESS Coordinator
Val-Ed Assessment	Administer Val-ed Assessment and analyze data to develop strategies to improve teacher perceptions of working conditions.	Recruitment and Retention	01/01/2016	06/01/2017	\$3000	Principal, Teachers
World Language	The school will provide partial funding for a school language teacher (along with funding from the World Language program) to provide services for instruction in Spanish. Academic progress of students will be bench-marked and monitored for evaluation of success.	Direct Instruction	01/01/2016	06/01/2017	\$72600	Principal, SBDM
Interventions	Implement Tier Interventions through Response to Intervention, Moby Max, Reading Recovery, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$20178	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Teachers, RTI Instructional Assistant
Before and After School Computer Lab	The computer lab will be open before and after school for student intervention and enrichment opportunities.	Direct Instruction	01/01/2016	06/01/2017	\$2500	Principal, ESS Coordinator
Fourth Grade Resources	Purchase Journeys Common Core reading program by Harcourt for fourth grade classrooms.	Academic Support Program	01/01/2017	12/31/2017	\$27000	Principal
Teacher Participation	Participate as a TPGES school during the 2015-16 school year with all teachers being evaluated using this system	Professional Learning	01/01/2016	06/01/2017	\$500	Principal, Assistant Principal, Teachers
Total					\$125778	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Jeffersontown Elementary

Arts PD	Arts teachers will attend arts-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$1000	Mrs. Townsley, Principal
Field Trips	Students will be exposed to a variety of artistic venues and performances through class field trips.	Field Trip	01/01/2016	06/01/2017	\$5000	Teachers
PD Alignment	All professional development activities will be aligned with increasing proficiency for all students.	Professional Learning	01/01/2016	06/01/2017	\$2000	PD Lead, Principal, Assistant Principal, Teachers, GCC
Readiness Screening	Screen all incoming kindergartners with Brigance assessment and analyze data for specific interventions.	Academic Support Program	01/01/2016	06/01/2017	\$2000	Principal, Assistant Principal, Kindergarten Teachers, Goal Clarity Coach
World Language	The school will provide partial funding for a school language teacher (along with funding from the World Language program) to provide services for instruction in Spanish. Academic progress of students will be bench-marked and monitored for evaluation of success.	Direct Instruction	01/01/2016	06/01/2017	\$47400	Principal, SBDM
Family Communication	The school will use multiple modes of communication (school newsletter, class newsletter, One Call Alert, Twitter, school website, testing reports and phone calls) to regularly inform parents of school activities and communicate with parents regarding their child's academic progress.	Community Engagement	01/01/2016	06/01/2017	\$1000	Principal, Teachers
Job Embedded Activities	Teachers will participate in job-embedded learning activities that develops continuous growth of professional knowledge.	Professional Learning	01/01/2016	06/01/2017	\$500	Teachers, Goal Clarity Coach, Principal, Assistant Principal
Practical Living Field Trips	Students will be exposed to PL content through class field trips (i.e. Biztown, Safety City, Fire Department) and various presenters (i.e. Nutrition Magician).	Field Trip	01/01/2016	06/01/2017	\$1000	Teachers
Content Specific PD	Practical Living teachers will attend content-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$500	Ms. Smith, Teachers
Daytime ESS	Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 and Tier 3 interventions.	Direct Instruction	01/01/2016	06/01/2017	\$12000	ESS Coordinator, Principal
Clubs & Activities	Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Dance Team, Dance Ensemble, Young Rembrandt's, Art Club and Drama Club.	Extra Curricular	01/01/2016	06/01/2017	\$10000	Principal, Teachers

Comprehensive School Improvement Plan

Jeffersontown Elementary

Curriculum Alignment	Through implementation of Professional Learning Communities, teachers will align curriculum across all subject areas based on the Kentucky Core Academic Standards (common schedules, essential standards and outcomes, etc.).	Professional Learning	01/01/2016	06/01/2017	\$1500	Principal, Assistant Principal, GCC, Teachers
PD Determination	The determination of specific professional development activities available will be based on student achievement data, utilizing multiple sources.	Professional Learning	01/01/2016	06/01/2017	\$500	PD Lead, Principal, Assistant Principal, Goal Clarity Coach
Kindergarten Readiness Packets	Provide Kindergarten Readiness Packets to incoming families and local daycare facilities.	Academic Support Program	01/01/2015	06/01/2017	\$1000	Principal, Assistant Principal, Goal Clarity Coach
Daytime ESS	Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0	ESS Coordinator, Principal
Extra Curricular Activities	Students will be given the opportunity to participate in clubs and activities such as cross country, basketball, dance, cheerleading, gardening club, student council, green team, safety patrol.	Extra Curricular	01/01/2016	11/01/2017	\$500	Activity Sponsors, Principal
Total					\$85900	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Artistic Performances	Students will be exposed to live artistic performances in the school setting performed by professional community artists in the form of plays, hands-on workshops and artist residencies.	Community Engagement	01/01/2016	06/01/2017	\$1500	Mrs. Townsley, PTA
PLC Collaboration	Teachers will meet in grade groups to analyze student writing and determine next steps for individuals and/or class, based on E/LA standards.	Academic Support Program	01/01/2016	06/01/2017	\$0	Goal Clarity Coach, Teachers
Total					\$1500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reading	Teachers will frequently use close reading activities of Social Studies content during ELA instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC

Comprehensive School Improvement Plan

Jeffersontown Elementary

Resources and Instruction	Teachers will identify and use cross-curricular resources in an integrated approach to Social Studies Instruction.	Professional Learning	01/01/2016	06/01/2017	\$0	Teachers, GCC, Principal, Assistant Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Assessments	Science Proficiency Assessments will be administered to students according to the District's assessment schedule entered on CASCADE. Teachers will use student data and work samples to drive instruction, measure student progress, and track trends.	Academic Support Program	01/01/2016	06/01/2017	\$0	Assistant Principal, Goal Clarity Coach, Teachers
Teacher Collaboration	Teachers will participate in ongoing collaboration at each grade level/between grade levels, with special area teachers, ECE teachers, ESL teachers, and district resources for social studies.	Academic Support Program	01/01/2016	06/01/2017	\$0	Teachers
Student Work Analysis	Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	Assistant Principal, Goal Clarity Coach, Principal, Teachers
Student Growth Goals	Teachers will develop a Student Growth Goal based on student data in collaboration with the principal for the 2015-16 school year.	Professional Learning	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Student Growth Teacher Lead
Cross Curricular	Teachers will practice aligning on-demand writing activities with standards from other content areas.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC
PD Evaluation	The impact of professional learning activities upon achievement will be monitored and evaluated by staff and administration.	Professional Learning	01/01/2016	06/01/2017	\$0	Principal, Teachers, Assistant Principal, Goal Clarity Coach
Student Feedback	Students will be provided timely and specific feedback regarding their mastery of the common core standards through frequent checks for understanding, common formative assessments, student/standard checklist, etc.).	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers
Career Fair	Intermediate students will attend a career fair.	Community Engagement	01/01/2016	06/01/2017	\$0	Ms. Smith

Comprehensive School Improvement Plan

Jefferson Elementary

Extended Response Questions	Teachers will administer and analyze extended response questions in grade level PLCs.	Other	01/01/2016	06/01/2017	\$0	Teachers, GCC
Differentiation	Teachers will vary Social Studies instructional activities to differentiate instruction for diverse learners.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC, Principal, Assistant Principal
Student Work Analysis	Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Student Interventions	Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	Teachers, Goal Clarity Coach, RTI Leadership Team
Wellness Policy	School Wellness Policy will be reviewed/revised by SBDM Council, as well as implemented by classroom teachers.	Academic Support Program	01/01/2016	06/01/2017	\$0	SBDM, Teachers
Student Interventions	Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	Teachers, GCC, Interventionist, RTI Leadership Team
Intervention	Implement Tier Interventions through Response to Intervention, Moby Max, ECE, focus groups, special grouping for skills building for all groups, volunteers, Family Resource Center and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant
Formative and Summative Assessments	Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, Moby Max and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, GCC, Teachers
Collaboration Monitoring	Teacher collaboration opportunities will be monitored through PLC attendance or walkthroughs.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, GCC

Comprehensive School Improvement Plan

Jeffersontown Elementary

PLC Meetings	Professional Learning Communities will meet weekly to analyze student performance data.	Professional Learning	01/01/2016	06/01/2017	\$0	Assistant Principal, Goal Clarity Coach, Principal, Teachers
Community Programs to Enhance Content Knowledge	Students will be introduced to various community programs to enhance their PL content knowledge (i.e. Bike Rodeo, DARE, Jump Rope For Heart, Hwang's Martial Arts)	Community Engagement	01/01/2016	06/01/2017	\$0	Ms. Smith
ECE, ESL Collaboration	ECE and ESL teachers will collaborate with regular education teachers in developing writing skills using E/LA standards so that all students will reach academic proficiency.	Academic Support Program	01/01/2016	06/01/2017	\$0	Teachers
Monitoring Programs	School administrators and leadership teams (ILT, RTI, PLC, and PGES) will collect and monitor non-academic data on a monthly basis to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, GCC, ILT Team, RTI Team, PLC Team and PGES Team
Parent Involvement Policy	Annually review and implement Parent Involvement Policy / Compact that outlines strategies to maximize parental involvement.	Parent Involvement	01/01/2016	06/01/2017	\$0	SBDM
Student Enrichment	Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee
Disaggregated Data	Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, GCC, Teachers
Teacher Training	Train teachers in Danielson Framework and TPGES System using district training modules and rubric.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Teachers
Student Work Analysis	Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, GCC, Teachers
Leveled Books	Leveled books in the book room and classrooms will be utilized resources to supplement guided reading and shared reading.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers

Comprehensive School Improvement Plan

Jefferson Elementary

LIVE Scoring	Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC, Principal, Assistant Principal
Formative and Summative Assessments	Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, Assistant Principal, Goal Clarity Coach, Principal
Recruit Personnel	Collaboratively work with school staff and district personnel to recruit and identify highly qualified teachers and para-educators who effectively assimilate into the school, while adding new ideas and enhancing school culture.	Recruitment and Retention	01/01/2016	06/01/2017	\$0	Principal
Differentiated Instruction	Teachers will use differentiated instructional strategies to vary learning activities and assessments ensuring instruction is individualized, based on learning styles and student needs.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC
Transition Activities	Schedule orientation and informational sessions for incoming kindergarten families, with delivery of readiness materials.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Kindergarten Teachers
Family Engagement	Through parent conferences, family activity nights (1 per semester), PTA activities and other individual contacts, families will be actively engaged in the education of their children.	Community Engagement	01/01/2016	06/01/2017	\$0	Principal, PTA Board, Teachers
Instructional Modifications	Professional Learning Community teams will meet to discuss disaggregated assessment data as they determine instructional strategies and modifications for all subgroups, based on current performance.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Teachers
Disaggregated Data	Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Instructional Leadership Team
Interventions	Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0	Principal, Assistant Principal, GCC, Teachers, all staff
Practical Living Programming	Representatives from HPSE will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	01/01/2016	06/01/2017	\$0	Ms. Smith

Comprehensive School Improvement Plan

Jeffersontown Elementary

Screenings	Our school will provide school-wide vision and dental screenings.	Community Engagement	01/01/2016	06/01/2017	\$0	Family Resource Center Coordinator
"I Can" Statements	Teachers will post learning objectives through the use of "I can" statements and clearly defined standards and performance skills expected for achievement.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers
Family Feedback	Through the Comprehensive School Survey and school based needs assessments, parents will be provided opportunities to give feedback and input to the school.	Community Engagement	01/01/2016	06/01/2017	\$0	Principal
Performance Tasks / Student Work	Students will produce knowledge work based on performance tasks in Practical Living classes, as evidenced by performance tasks and/or sample student work.	Direct Instruction	01/01/2016	06/01/2017	\$0	Ms. Smith, Teachers
Formative Assessments	Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC
TELL Data	Utilize TELL Data to evaluate school working conditions and determine strategies for improvement.	Recruitment and Retention	01/01/2016	06/01/2017	\$0	Principal
Formative and Summative Assessments	Teachers will use formative and summative assessments (SSPA) each grading period with school or district created learning checks. Results will be recorded in CASCADE and used for diagnostic and reteaching purposes.	Academic Support Program	01/01/2016	06/01/2017	\$0	Assistant Principal, Teachers
TELL Administration	Semi-annually administer TELL Kentucky Survey to all certified staff.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Teachers
Use of Student Data	Student performance data, both disaggregated and holistic, will be used by leadership and staff to determine adjustments to instruction and strategies to reduce achievement differences.	Professional Learning	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers
Formative Assessments	Multiple formative assessments will be used to provide data regarding student learning and to serve as a basis for adjustments to instruction.	Direct Instruction	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Counselor, Teachers
Differentiated Instruction	Teachers will provide differentiated instructional activities based on pre-assessment as evidenced by teachers' lesson plans, sample work, and administrator walk through observations. Teachers will share Social Studies strategies in team meetings, particular strategies to enhance success of gap students.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers

Comprehensive School Improvement Plan

Jefferson Elementary

Submission of Artwork	Students will submit artwork to at least one community organization or local contest (i.e. PTA Reflections art contest, Derby Festival Ambassador Welcome Cards, Holiday Cards for Heroes, or Camp Quality Hope Cards.)	Academic Support Program	01/01/2016	06/01/2017	\$0	Mrs. Townsley
Graphic Organizer	Teachers will use a school wide common graphic organizer (FAMP: Form, Audience, Mode, Purpose) to analyze on-demand writing prompts.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC
Strategies to Address Deficits	Based on TELL Data analysis, develop specific strategies to address deficit scores, include those strategies in principal growth plan and document implementation.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, SBDM
Formative and Summative Assessments	Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Reading, STAR Early Literacy, RDA, RPA, Running Records, PAT and/or anecdotal notes). Assessments will be used to identify student reading levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0	Assistant Principal, Counselor, Goal Clarity Coach, Teachers
School-wide On-Demand	Teachers across all grade levels will participate in a school-wide on-demand writing event three times per year.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC, Principal, Assistant Principal
A/H Productions	Students will participate in at least one on-stage production each year for a live audience of peers, family, friends and community members.	Community Engagement	01/01/2016	06/01/2017	\$0	Arts & Humanities Teacher, Mrs. Shannon Townsley
Instructional Activities	All teachers will implement effective and varied instructional practices to maximize student learning and engagement in all subject areas, as documented by regular Administrative walkthroughs.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, Principal, Assistant Principal, GCC
Practical Living Activities	Students will participate in practical living activities at each grade level as outlined in the JCPS Curriculum guides as evidenced by assessments and lesson plans.	Direct Instruction	01/01/2016	06/01/2017	\$0	Physical Education Teacher: Ms. Smith
TELL Analysis	Through faculty meeting and SBDM meeting, conduct analysis of TELL data.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Teachers, SBDM
Disaggregated Data	Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal, Assistant Principal
Equitable Access	Instructional strategies will ensure that all students have equitable access to challenging curricula that develops learning, thinking, and life skills.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers, GCC
I-Can Statements	Teachers will post learning objectives with each lesson as evidenced by postings noted during walk-throughs.	Direct Instruction	01/01/2016	06/01/2017	\$0	Teachers

Comprehensive School Improvement Plan

Jeffersontown Elementary

Student Enrichment	Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction, Academic Support Program	01/01/2016	06/01/2017	\$0	GCC, PTP Committee, PTP Coordinator
Community Outreach	Community outreach through the arts will be achieved through nursing home performances, student-directed arts festivals with proceeds raised going to local organizations, and donations of visual art given to local agencies.	Extra Curricular	01/01/2016	06/01/2017	\$0	Activity Sponsors
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Jeffersontown Elementary is not a Title I school.	

Comprehensive School Improvement Plan

Jefferson Elementary

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	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		

Comprehensive School Improvement Plan

Jeffersontown Elementary

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	Jeffersontown Elementary is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	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 Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Jeffersontown Elementary is not a Title I school.	

Comprehensive School Improvement Plan

Jeffersontown Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	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 and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	Jeffersontown Elementary is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Jeffersontown Elementary

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.

Measurable Objective 1:

collaborate to improve school climate through school based initiatives by 12/31/2017 as measured by KDE Tell Survey, District Comprehensive School Survey, and KPREP Assessment..

Strategy1:

TELL Survey Data - Administration, faculty, and SBDM will review TELL Kentucky data and establish specific strategies to address deficits.

Category:

Research Cited:

Activity - TELL Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Semi-annually administer TELL Kentucky Survey to all certified staff.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Teachers

Activity - TELL Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through faculty meeting and SBDM meeting, conduct analysis of TELL data.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Teachers, SBDM

Activity - Strategies to Address Deficits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on TELL Data analysis, develop specific strategies to address deficit scores, include those strategies in principal growth plan and document implementation.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, SBDM

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

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Jeffersontown Elementary

Increase achievement (proficiency rates) to meet KDE delivery targets in all five content areas by 2019.

Measurable Objective 1:

66% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Reading by 12/31/2017 as measured by 2016-17 KPREP Assessment..

Strategy1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Principal, Assistant Principal

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

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Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Measurable Objective 2:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Mathematics by 12/31/2017 as measured by 2016-17 KPREP Assessment.

Strategy1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Principal, Assistant Principal

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Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.

Measurable Objective 1:

collaborate to improve school climate through school based initiatives by 12/31/2017 as measured by KDE Tell Survey, District Comprehensive School Survey, and KPREP Assessment..

Strategy1:

Kindergarten Readiness - Provide transition activities for incoming kindergarteners and screen students for readiness.

Category:

Research Cited:

Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Kindergarten Readiness Packets to incoming families and local daycare facilities.	Academic Support Program	01/01/2015	06/01/2017	\$1000 - School Council Funds	Principal, Assistant Principal, Goal Clarity Coach

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule orientation and informational sessions for incoming kindergarten families, with delivery of readiness materials.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Kindergarten Teachers

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Activity - Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Screen all incoming kindergartners with Brigance assessment and analyze data for specific interventions.	Academic Support Program	01/01/2016	06/01/2017	\$2000 - School Council Funds	Principal, Assistant Principal, Kindergarten Teachers, Goal Clarity Coach

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Improve school climate through the use of best practices in collaboration, curriculum alignment, instruction and assessment to impact student learning.

Measurable Objective 1:

collaborate to improve school climate through school based initiatives by 12/31/2017 as measured by KDE Tell Survey, District Comprehensive School Survey, and KPREP Assessment..

Strategy1:

Kindergarten Readiness - Provide transition activities for incoming kindergarteners and screen students for readiness.

Category:

Research Cited:

Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Kindergarten Readiness Packets to incoming families and local daycare facilities.	Academic Support Program	01/01/2015	06/01/2017	\$1000 - School Council Funds	Principal, Assistant Principal, Goal Clarity Coach

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule orientation and informational sessions for incoming kindergarten families, with delivery of readiness materials.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Kindergarten Teachers

Activity - Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Screen all incoming kindergartners with Brigance assessment and analyze data for specific interventions.	Academic Support Program	01/01/2016	06/01/2017	\$2000 - School Council Funds	Principal, Assistant Principal, Kindergarten Teachers, Goal Clarity Coach

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The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase achievement (proficiency rates) to meet KDE delivery targets in all five content areas by 2019.

Measurable Objective 1:

66% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Reading by 12/31/2017 as measured by 2016-17 KPREP Assessment..

Strategy1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

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Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Principal, Assistant Principal

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Measurable Objective 2:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on KCAS in Mathematics by 12/31/2017 as measured by 2016-17 KPREP Assessment.

Strategy1:

Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (KPREP, STAR, District Diagnostic, District Proficiency, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, Small focus groups, Primary Interventionist, ESS and Volunteers.	Direct Instruction	01/01/2016	06/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers, all staff

Activity - LIVE Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate a LIVE Scoring of extended response questions throughout the school year.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Principal, Assistant Principal

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Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the percentage of GAP students scoring proficient by 2019.

Measurable Objective 1:

24% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices in Reading by 12/31/2017 as measured by KPREP.

Strategy1:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Research Cited:

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer lab will be open before and after school for students to work on Study Island.	Academic Support Program	01/01/2016	06/01/2017	\$0 - District Funding	Principal, ESS Coordinator

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Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0 - School Council Funds	ESS Coordinator, Principal

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

Strategy2:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

Category:

Research Cited:

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, focus groups, special grouping for skills building for all groups, volunteers, and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal

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Measurable Objective 2:

60% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Content in Science by 12/31/2017 as measured by District Proficiency Assessments.

Strategy1:

Assessment Driven Instruction - Teachers will use formative and summative assessments as they plan lessons and units in their professional learning communities.

Category:

Research Cited: DeFour

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Proficiency Assessments will be administered to students according to the District's assessment schedule entered on CASCADE. Teachers will use student data and work samples to drive instruction, measure student progress, and track trends.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach, Teachers

Activity - Instructional Modifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will meet to discuss disaggregated assessment data as they determine instructional strategies and modifications for all subgroups, based on current performance.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Teachers

Measurable Objective 3:

48% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in Writing by 12/31/2017 as measured by KPREP writing scores..

Strategy1:

Teacher Collaboration - Teachers will collaborate as they assess learning needs and determine instructional modifications to ensure gap students attain proficiency in writing.

Category:

Research Cited:

Activity - PLC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade groups to analyze student writing and determine next steps for individuals and/or class, based on E/LA standards.	Academic Support Program	01/01/2016	06/01/2017	\$0 - Other	Goal Clarity Coach, Teachers

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Activity - ECE, ESL Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE and ESL teachers will collaborate with regular education teachers in developing writing skills using E/LA standards so that all students will reach academic proficiency.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Measurable Objective 4:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Content in Social Studies by 12/31/2017 as measured by K-Prep.

Strategy1:

Assessment Driven Instruction - Teachers will use assessment data to design and develop social studies learning activities that ensure success for all student groups.

Category:

Research Cited:

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing collaboration at each grade level/between grade levels, with special area teachers, ECE teachers, ESL teachers, and district resources for social studies.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative and summative assessments (SSPA) each grading period with school or district created learning checks. Results will be recorded in CASCADE and used for diagnostic and reteaching purposes.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Assistant Principal, Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide differentiated instructional activities based on pre-assessment as evidenced by teachers' lesson plans, sample work, and administrator walk through observations. Teachers will share Social Studies strategies in team meetings, particularly strategies to enhance success of gap students.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Measurable Objective 5:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in English Language Arts by 12/31/2017 as measured by K-Prep reading scores..

Strategy1:

SY 2016-2017

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Assessment Driven Instruction - Reading instruction will be individualized based on student assessments and individual needs.

Category:

Research Cited:

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach, Principal, Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Reading, STAR Early Literacy, RDA, RPA, Running Records, and/or anecdotal notes). Assessments will be used to identify student reading levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Assistant Principal, Counselor, Goal Clarity Coach, Teachers

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Leadership Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, Reading Recovery, ECE, focus groups, special grouping for skills building for all groups, volunteers, and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$20178 - District Funding	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Teachers, RTI Instructional Assistant

Activity - Leveled Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leveled books in the book room and classrooms will be utilized resources to supplement guided reading and shared reading.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Strategy2:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate reading progress.

Category:

Research Cited:

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Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer lab will be open before and after school for students to work Study Island.	Direct Instruction	01/01/2016	06/01/2017	\$2500 - District Funding	Principal, ESS Coordinator

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Academic Support Program Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	GCC, PTP Committee, PTP Coordinator

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Goal Clarity Coach, RTI Leadership Team

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 and Tier 3 interventions.	Direct Instruction	01/01/2016	06/01/2017	\$12000 - School Council Funds	ESS Coordinator, Principal

Measurable Objective 6:

56% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in the Kentucky Core Academic Standards in Mathematics by 12/31/2017 as measured by K-Prep.

Strategy1:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Research Cited:

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

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Activity - Student Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer lab will be open before and after school for students to work on Study Island.	Academic Support Program	01/01/2016	06/01/2017	\$0 - District Funding	Principal, ESS Coordinator

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0 - School Council Funds	ESS Coordinator, Principal

Strategy2:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

Category:

Research Cited:

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, focus groups, special grouping for skills building for all groups, volunteers, and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant

Measurable Objective 7:

15% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices in Mathematics by 12/31/2017 as measured by KPREP.

Strategy1:

Extended Learning Opportunities - Students will be provided extended learning opportunities during and beyond the school day to accelerate math progress.

Category:

Research Cited:

Activity - Student Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Talent Pool students will receive enrichment opportunities through the PTP Program based on Teacher referral. Student progress is monitored by teachers, PTP Assistant and RTI Leadership Team.	Direct Instruction Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Primary Talent Pool Assistant, PTP Committee

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and Tier III students will receive interventions through Primary Interventionist, Intermediate Intervention Assistant and small focus groups in classrooms. Student progress is monitored in PLCs and RTI Leadership Team.	Academic Support Program Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, GCC, Interventionist, RTI Leadership Team

Activity - Before and After School Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer lab will be open before and after school for students to work on Study Island.	Academic Support Program	01/01/2016	06/01/2017	\$0 - District Funding	Principal, ESS Coordinator

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime ESS will be provided for all 3rd, 4th, and 5th grade students requiring Tier 2 or Tier 3 interventions.	Academic Support Program	01/01/2015	06/01/2015	\$0 - School Council Funds	ESS Coordinator, Principal

Strategy2:

Assessment Driven Instruction - Math instruction will be individualized based on student assessments and individual needs.

SY 2016-2017

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Category:

Research Cited:

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be ongoing. Student instruction will be based on student needs as demonstrated by assessments (K-Prep, STAR Math, MDA, MPA, and/or anecdotal notes). Assessments will be used to identify student learning levels, identify Tier placement, and measure student progress.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Disaggregated Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will disaggregate assessment data to identify modifications to the instructional program in reducing learning gaps between student groups.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work and assessment data to determine next steps for rigorous and differentiated instruction to support students in reaching proficiency during professional learning community meetings.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal, Goal Clarity Coach, Principal

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Tier Interventions through Response to Intervention, Study Island, ECE, focus groups, special grouping for skills building for all groups, volunteers, and ESS.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselor, Principal, Assistant Principal, Goal Clarity Coach, RTI Instructional Assistant

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

SY 2016-2017

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Attain a score of 3 or 4 on all indicators of Program Reviews by 2019.

Measurable Objective 1:

collaborate to meet the indicators of the Arts/Humanities program review by 12/31/2017 as measured by earning a 3 or 4 on all indicators.

Strategy1:

Communication of Standards - Teachers will clearly communicate learning targets to students.

Category:

Research Cited: Marzano

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post learning objectives through the use of "I can" statements and clearly defined standards and performance skills expected for achievement.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Strategy2:

A/H Activities - All students will participate in Arts & Humanities (A&H) activities at each grade level aligned with local, state, and national arts standards.

Category:

Research Cited:

Activity - A/H Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in at least one on-stage production each year for a live audience of peers, family, friends and community members.	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Arts & Humanities Teacher, Mrs. Shannon Townsley

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with funding from the World Language program) to provide services for instruction in Spanish. Academic progress of students will be bench-marked and monitored for evaluation of success.	Direct Instruction	01/01/2016	06/01/2017	\$47400 - School Council Funds \$72600 - District Funding	Principal, SBDM

Strategy3:

A/H Professional Development - Teachers will be given opportunities for growth and professional development in the arts to improve instructional practices and understanding of arts-specific content.

Category:

Research Cited:

Comprehensive School Improvement Plan

Jeffersontown Elementary

Activity - Arts PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will attend arts-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$1000 - School Council Funds	Mrs. Townsley, Principal

Strategy4:

Arts Related Activities - Students will be given opportunities to join and/or audition for arts-related extracurricular activities.

Category:

Research Cited:

Activity - Artistic Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to live artistic performances in the school setting performed by professional community artists in the form of plays, hands-on workshops and artist residencies.	Community Engagement	01/01/2016	06/01/2017	\$1500 - Other	Mrs. Townsley, PTA

Activity - Submission of Artwork	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will submit artwork to at least one community organization or local contest (i.e. PTA Reflections art contest, Derby Festival Ambassador Welcome Cards, Holiday Cards for Heroes, or Camp Quality Hope Cards.)	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Mrs. Townsley

Activity - Clubs & Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Dance Team, Dance Ensemble, Young Rembrandt's, Art Club and Drama Club.	Extra Curricular	01/01/2016	06/01/2017	\$10000 - School Council Funds	Principal, Teachers

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to a variety of artistic venues and performances through class field trips.	Field Trip	01/01/2016	06/01/2017	\$5000 - School Council Funds	Teachers

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community outreach through the arts will be achieved through nursing home performances, student-directed arts festivals with proceeds raised going to local organizations, and donations of visual art given to local agencies.	Extra Curricular	01/01/2016	06/01/2017	\$0 - No Funding Required	Activity Sponsors

Measurable Objective 2:

collaborate to meet the indicators of the Practical Living program review by 12/31/2017 as measured by earning a 3 or 4 on all indicators.

Comprehensive School Improvement Plan

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Strategy1:

Practical Living Professional Development - Teachers will be given opportunities for growth and professional development in Practical Living to improve instructional practices and understanding of the PL content.

Category:

Research Cited:

Activity - Content Specific PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practical Living teachers will attend content-specific Professional Development sessions and PLCs with the aim of improving curriculum, instruction, and assessment.	Professional Learning	01/01/2016	06/01/2017	\$500 - School Council Funds	Ms. Smith, Teachers

Strategy2:

Learning Targets - Teachers will clearly communicate learning targets to students.

Category:

Research Cited: Marzano

Activity - I-Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post learning objectives with each lesson as evidenced by postings noted during walk-throughs.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Teachers

Strategy3:

Practical Living Activities - Students will be given opportunities to join and/or participate in practical living oriented extracurricular activities, as well as community based programs.

Category:

Research Cited:

Activity - Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will provide school-wide vision and dental screenings.	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Family Resource Center Coordinator

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as cross country, basketball, dance, cheerleading, gardening club, student council, green team, safety patrol.	Extra Curricular	01/01/2016	11/01/2017	\$500 - School Council Funds	Activity Sponsors, Principal

Strategy4:

Practical Living Curriculum - All students will participate in Practical Living activities at each grade level aligned with local, state, and national SY 2016-2017

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standards.

Category:

Research Cited:

Activity - Practical Living Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to PL content through class field trips (i.e. Biztown, Safety City, Fire Department) and various presenters (i.e. Nutrition Magician).	Field Trip	01/01/2016	06/01/2017	\$1000 - School Council Funds	Teachers

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Ms. Smith

Activity - Performance Tasks / Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce knowledge work based on performance tasks in Practical Living classes, as evidenced by performance tasks and/or sample student work.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Ms. Smith, Teachers

Activity - Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate students will attend a career fair.	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Ms. Smith

Activity - Community Programs to Enhance Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to various community programs to enhance their PL content knowledge (i.e. Bike Rodeo, DARE, Jump Rope For Heart, Hwang's Martial Arts)	Community Engagement	01/01/2016	06/01/2017	\$0 - No Funding Required	Ms. Smith

Activity - Practical Living Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in practical living activities at each grade level as outlined in the JCPS Curriculum guides as evidenced by assessments and lesson plans.	Direct Instruction	01/01/2016	06/01/2017	\$0 - No Funding Required	Physical Education Teacher: Ms. Smith

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Wellness Policy will be reviewed/revised by SBDM Council, as well as implemented by classroom teachers.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	SBDM, Teachers

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

With an enrollment of approximately 790 students, Jeffersontown Elementary is one of the largest elementary schools in Jefferson County Public Schools (JCPS). Demographic breakdown of students are as follows: 56% White, 16% African American, 19% Hispanic, 5% Asian, and 5% other. Approximately 56% of the students qualify for the Free/Reduced Lunch program. Our attendance rate for the 2016-17 school year was 96.4%. Our school has a large ESL population of approximately 140 students speaking 10 different languages. The 40 teachers at Jeffersontown Elementary have an average experience of nearly 13 years and more than 80% with a minimum of a Master's Degree. Mr. Keary Walker is in his 2nd full year as principal at Jeffersontown Elementary.

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.

At Jeffersontown Elementary, our purpose is to create proficient learners in all content areas through the use of best teaching practices, creativity, and technology. The intent of our purpose statement is to communicate the standard of excellence for all learners, the emphasis upon our work in all subject areas, and the means by which we will work with students to accomplish our mission.

Our school motto is "Team Work Makes the Dream Work," recognizing that goal attainment is dependent upon the ability of adults and students to work together as a team.

Educational Philosophy

We believe that all children have the right to experience success on a regular basis. This means that as a school we must work with every child at his or her own level. Furthermore, we must go beyond the textbook curriculum, which assumes all children to be on the same level, and provide diversified instruction and supplementary materials so that all children can work at their own "instructional" levels and not below or above those levels.

Experiencing success at the primary level of education is as vital to the overall development of children as the multitude of sub skills to which most curriculum guides are currently referring. At this age, children must take big risks in order to maintain a steady rate of growth. Without a secure environment to encourage successive approximations toward the right answer, children will not make as many attempts as they might have otherwise. Therefore, we have made commitments regarding the implementation of our philosophy.

These commitments are to:

- Provide a secure and positive environment where good behavior is modeled and encouraged.
- Provide each child with diversified learning opportunities.
- Secure the materials necessary for every child to work at his or her own level and to feel successful.
- Establish a sense of mutual respect, as we are all learners together, teachers and students. Together we will discover and share opinions with one another without fear of reprisal.
- Adhere to the JCPS Student Code of Conduct.
- Student privileges are earned. Privileges may be removed for U or D grades in academics or behavior.

We pride ourselves in having a very positive school culture, one in which every individual is valued. We have minimal discipline referrals and few, if any, out of school suspensions. We work diligently at maintaining a family atmosphere with all stakeholders involved.

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.

In our emphasis to ensure all students are proficient in all subject areas, our planning process outlines improvement strategies for each subject. Our school has Professional Learning Communities focused on student achievement. The Professional Learning Communities meet to plan curriculum, develop common assessments, analyze student results, and determine next steps to result in proficiency for all. We utilize data driven interventions to ensure that all students learn content to mastery. The Kentucky Core Academic Standards supply the level of excellence for all students and interventions are based on those standards.

We continue to focus our work in the areas of reading and math. In reading, we are working to ensure students are immersed in grade level text, both literary and informative. We use close reading strategies where all students are engaged with complex text and asked to directly and examine the texts meaning while deliberately reading and rereading. Teachers pose text dependent questions to students empowering them to understand the central ideas and key supporting details of text, while reflecting on the meaning of individual words and phrases. All students are expected to provide responses with written/oral information from the text as evidence.

In mathematics, we use an inquiry based approach, focused on developing sophisticated problem-solving skills that require students to not only calculate an "answer", but clearly communicate their reasoning. Math instruction targets developing mathematically proficient students by incorporating the eight mathematical practices throughout all domains of math core instruction.

In addition to our reading and math focus, we will continue to focus on the areas of Social Studies and On-Demand writing. In Social Studies, we ensure best practices for instruction and assessment by using cross curricular resources, extended response questions and close reading activities. Our goal for On-demand writing is to align writing activities with standards across all content areas. Teachers will use a school-wide graphic organizer (FAMP - form, audience, mode, purpose) to provide consistency across grade levels.

Additional Information

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

In managing our fiscal resources, we budget the salary of one teacher aimed at implementing reading interventions to students in 1st and 2nd grade. We also use one Spanish teacher, and one bilingual instructional assistant, in order to provide all students a minimal of 90 minutes of Spanish instruction each week.

The administrative leadership team consistently analyzes all student achievement data and organizes this data in meaningful ways to ensure all decisions are data driven. Our principal and goal clarity coach assist Professional Learning Communities as they meet regularly, share expertise and work collaboratively to improve instructional focus to support the academic performance of students. Our RTI Leadership Team monitors the development of student intervention and enrichment plans making suggestions for adjustments when necessary based on analysis of student data.

We take great pride in the numerous offerings for students to participate in extracurricular activities. These activities include band, orchestra, basketball, cheerleading, dance, cross-country, student council, STLP, reading club and many others. Our teachers work many hours beyond the school day to provide students with opportunities to establish and maintain school ownership. Our parents are active partners as we provide families many opportunities to enjoy a variety of events hosted by our school. Jeffersontown Elementary is a family of families.