



Comprehensive School Improvement Plan

Zachary Taylor Elementary
Jefferson County

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Louisville, KY 40241

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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.	The Self-selected data was chosen from the school's TELL Survey results.	School Equity Diagnostic 1617

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.

75% of our students fall within the GAP category. The number performing at the proficient/distinguished level in reading increased from 40.3 to 43.3 on the 2016 KPREP. In math the number increased from 36.4 to 37.3 and the number increased from 43.8 to 54.3 in Social Studies. ZT saw a .7 gain in Writing and a -3.1 decrease in Language Mechanics. Although our data reveals increases in all areas but Language Mechanics, we still have 60.3% of 3rd grade students; 65.3% of 4th grade students; and 51.3% of 5th grade students performing below proficiency in reading. We also have 63.3% of 3rd grade students; 70.9% of 4th grade students; and 62.2% of 5th grade students performing below proficiency in math.

73.1% of our students fall within the Free/Reduced Lunch category. 58.6% of 3rd grade students performed at the novice and apprentice levels in Reading on the KPREP and 65.5% scored novice and apprentice in math. 63.1% of students on Free/Reduced lunch in reading in the 4th and 70% of the same students in math scored novice and apprentice on the KPREP. 50% of 5th grade Free/Reduced students scored novice and apprentice in reading and 59.1% scored novice in math.

16% of our students are English Language Learners. 88.3% of 3rd; and 78.6% of 4th grade ELL students scored below proficiency in Reading on the KPREP.

13% of our students are students with disabilities. 78.5% of all students in reading and 82.2% of all students with disabilities in math scored below proficiency on the KPREP. 73.3% of students with disabilities in reading and 80% in math in the 5th grade scored below proficiency on the KPREP.

Even with the gains that we saw overall, there are multiple areas, as mentioned above, that continue to show large number of students performing below proficiency in reading and math.

ZT has only 1 KTIP teacher; 0 teachers teaching classes out of their field of study; 2 teachers with 1-3 years experience; 32 teachers with 4 or more years of experience; and 14.3 teachers that agree that students follow the rules of conduct.

The analysis of this data reveals that we have experienced teachers that have continued to ensure students are making academic progress in most of the content areas, but still have changes to make in daily instruction to ensure all students are making progress towards proficiency.

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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.

1. Student needs and level of support growing (large number of novice and apprentice students)

Root Cause: Increase in range of academic and behavioral needs of students

Over the past few years, changes in attendance boundaries and changing dynamics in our reside population, have increased the number of students with varying levels of academic needs and behavioral issues.

2. Instruction that addresses the need of multiple levels of needs of all students

Root Cause: Increase in the use of school-wide interventions instead of a focus on core academic instruction.

Root Cause: Rigorous Core Academic Standards have increased the need for change in instructional practices.

3. Time for teacher professional development and deconstruction of standards

Root Cause: Rigorous Core Academic Standards

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	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. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	Data from school report card	ZT School Equity Goals

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:

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Increase the reading proficiency of all students to 68.2% by 2019.

Measurable Objective 1:

51% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by Performance results on the KPREP.

Strategy1:

Differentiated Instruction - Teachers will receive training and support with the implementation of differentiated instruction activities.

Category: Learning Systems

Research Cited: Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

Activity - Cultural Competence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on culturally responsive teaching and learning. Strategies and activities will be utilized to differentiate classroom activities to address the varying needs of all students within the classroom.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach

Activity - Learning Styles Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support with the effective implementation of learning styles surveys. Data gained from surveys will be utilized to inform classroom instruction and differentiated learning activities.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Martha Voll - Resource Teacher Dwayne Roberts - Principal

Strategy2:

Standards Deconstruction Technical Assistance - During summer professional development and ongoing PLC work, JCPS Literacy Specialists will be utilized to facilitate grade level deconstruction of ELA standards. Teachers will deconstruct standards and align activities, lessons and strategies to existing and/or needed school resources.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

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Activity - Deconstruction of ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development to deconstruct ELA standards and align lesson activities to school resources. This work will be facilitated by JCPS Literacy Specialist and Goals Clarity Coach	Professional Learning	07/01/2015	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Activity - Alignment and Purchase of Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Funds will be utilized to purchase curriculum support materials identified during deconstruction of standards.	Academic Support Program	06/01/2015	05/20/2016	\$7000 - Title I Schoolwide	Principal Goals Clarity Coach

Activity - Purchase of Journey's and Alignment to ELA KCAS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Journey's Literacy Curriculum will be purchased and aligned to KCAS ELA Standards.	Academic Support Program	06/01/2015	08/15/2016	\$18000 - Text Books	Principal Goals Clarity Coach

Strategy3:

Literacy Block - A literacy block will be created that will allow for daily instruction in ELA and the consistent implementation of ELA interventions.

Category: Learning Systems

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Curriculum/Instruction/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the ELA KCAS along with the district pacing guides and assessment calendar	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach Classroom Teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post daily ELA learning targets in visible locations within the classroom. The learning target should match the lesson activities and a formative assessment will be utilized to assess student progress towards the mastery of that target.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Jeff Smith - Assistant Principal Classroom Teachers

Strategy4:

SY 2016-2017

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Reading Interventions - Student data progress data (proficiency assessments, LexiaCore, MobyMax, EasyECM assessments, DRAs, etc.) will be analyzed weekly during PLCs. Students will receive daily interventions in reading based upon identified needs. Interventionists and teachers will group and regroup students and provide small group instructions utilizing a multitude of resources and strategies.

Category: Learning Systems

Research Cited: Allen, Irene and Susan Peery. Literacy Centers Grades 3-5: What Your Other Kids Do During Guided-Reading Groups. Creative Teaching Press, 2000.

Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction, Stenhouse, 2009.

Activity - Daily Reading Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$130000 - Title I Schoolwide \$9000 - State Funds	Principal Goals Clarity Coach Interventionists

Strategy5:

Professional Learning Communities - Professional Learning Communities will be implemented to ensure that grade level teachers are meeting on a weekly basis to analyze sample teacher lessons, student work and formative assessment data. This will allow grade level teachers to monitor student progress towards mastery of KCAS and develop supports and interventions that will ensure mastery of content standards for all.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will meet weekly in grade level PLC to work together to review standards; plan lessons; create common formative assessments; analyze student work and assessment results; and collectively work to improve classroom practices and student learning. The PLC process will be facilitated by the school's resource teacher and principal to ensure that student progress is monitored on weekly basis and interventions are created and monitored based upon the findings from analysis. Minutes, notes, artifacts, and agendas will serve as evidence of the work of the PLCs.	Academic Support Program	07/01/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher Principal Classroom Teachers

Goal 2:

Increase the proficient and distinguished percentage in mathematics of all students to 63.7% by 2019.

Measurable Objective 1:

45% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 06/01/2017 as measured by Performance results on the KPREP assessment.

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Strategy1:

Technical Assistance with Deconstruction of Math Standards - Grade level teachers will work with JCPS Math Specialist to deconstruct KCAS math standards.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Math Standards Deconstruction Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will participate in professional development sessions that allow them to collaborate with each other and district math specialist to deconstruct math standards and align lesson activities to school resources.	Professional Learning	06/01/2016	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Strategy2:

Math Curriculum/Instruction - Teachers will adhere to Math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for math. Classroom walkthroughs will be utilized to monitor the effective implementation of the new common core standards for mathematics, along with lesson plan checks and conversations during PLC meetings.

Category: Continuous Improvement

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Math Focused PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level/content area PLCs to analyze student proficiency data; lesson targets; formative assessments; and student work. Students not mastering content, skills, and concepts will be identified for placement in interventions and ESS services. PLC minutes, agendas, and support materials will serve as evidence. Classroom walkthroughs, analysis of student progress data, and sample lesson plans/student work will serve as further evidence of effective implementation of the process.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math Curriculum with necessary supplemental lesson and activities. Effective implementation of the program will be monitored through classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Principal and Goals Clarity Coach

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math learning targets will be posted in visible areas of classrooms. The learning target should match the lesson being taught and a formative assessment should be utilized to assess student mastery of the learning target. Evidence will be generated through classroom walkthrough documentation; minutes from PLC sessions; and collection of lesson plans/assessment.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Daily Math Interventions / Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily math interventions. During PLC sessions teachers will analyze student math progress data and identify areas for enrichment or interventions. Students will be grouped and regrouped on a weekly basis and receive interventions from grade level teachers or interventionists. ESS interventionists and Title I teachers will be utilized to support math interventions.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Goal 3:

Increase the percentage of proficient and distinguished students in Social Studies to 69.3% by 2019.

Measurable Objective 1:

57% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills, and content in Social Studies by 06/01/2017 as measured by Performance results on the KPREP assessment.

Strategy1:

Curriculum Alignment - All teachers will provide social studies instruction on a daily basis that is aligned to the Kentucky Program of Studies and Social Studies Core Content. All teachers will utilize JCPS proficiency assessments, extended response questions, and available technology to ensure that all students master content standards. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Learning Systems

Research Cited: Kentucky Program of Studies, Core Content 4.1

Activity - Learning Styles and Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development during faculty meetings, Gold Days and PLCs on the implementation of learning styles surveys and the creation of differentiated instructional activities to ensure all students are receiving instruction that is challenging and ensures mastery of content for all students. Follow-up and support will be provided by the principal and school resource teacher. PD agenda and minutes; PLC minutes; and training artifacts will serve as evidence.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Teachers, Principal, PD Chair,

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets for social studies instruction. Each lesson taught will be linked to a learning targets and a formative assessment will be linked to that target to assist in the monitoring of student master of the content, concept or skill. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teacher, Principal, Assistant Principal, Resource Teacher

Measurable Objective 2:

57% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills, concepts and content in Social Studies by 06/01/2017 as measured by Performance results on the KPREP.

Strategy1:

Social Studies Curriculum Alignment - All teachers will provide social studies instruction on a daily basis that is aligned to the Kentucky Program of Studies and Social Studies Core Content. All teachers will utilize JCPS proficiency assessments, extended response questions, and available technology to ensure that all students master content standards. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies, Core Content 4.1, Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

Activity - Reading and Writing Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLCs each month that focus on integrating reading and writing into content area instruction. Implementation of integrated activities will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work. PLC minutes; sample lessons and walkthrough documentation will serve as evidence of implementation.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

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Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will adhere to the districts pacing guide for instruction and the calendar for assessment. All assessments will be given to all students. Monitoring of district assessments will be facilitated by the school counselor, who ensures all staff receive and input all assessments and results. The school's RTI lead and principal are responsible for the collection and distribution of all assessment data. The school resource teacher, RTI lead and principal are responsible for the analysis; creation of interventions; and PLC work related to all student assessment data.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	RTI Lead, Counselor, Principal, Goals Clarity Coach, Classroom Teachers

Activity - Cultural Competence Professional Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in the area of cultural competence. The informations and strategies from the professional development will be utilized to create and implement instructional activities that are more culturally relevant and engaging. Monitoring of the implementation of strategies, activities and ideas will occur through the use of classroom walkthroughs; lesson plan reviews; and PLC work as evidenced by meeting minutes, walkthrough documentation and sample lesson plans.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Dwayne Roberts - Principal M. Voll - PD Chair

Activity - Learning Styles and Differentiation Training/PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development during faculty meetings, Gold Days and PLCs on the implementation of learning styles surveys and the creation of differentiated instructional activities to ensure all students are receiving instruction that is challenging and ensures mastery of content for all students. Follow-up and support will be provided by the principal and school resource teacher. PD agenda and minutes; PLC minutes; and training artifacts will serve as evidence.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal, PD Chair and Goals Clarity Coach

Goal 4:

Increase the percentage of students scoring proficient and distinguished in writing to 69.4% by 2019 and address the content, skills and concepts outlined in the Writing Program Review.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2017 as measured by performance results on KPREP .

Strategy1:

Professional Development - Teachers will receive professional development experiences that will foster deeper understanding of how to effectively implement the ELA KCAS standards along with improving instructional practices. Professional development sessions will continue

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to be offered on a regular basis through avenues such as: summer professional developments sessions, Gold Days, and embedded pd opportunities. Information, strategies and resources will be shared and enhanced through opportunities to conduct peer observations, peer conversations, and reflections during grade level PLC work with improving student progress.

Category: Professional Learning & Support

Research Cited: Guskey, T. R. (2003). What makes professional development effective? Phi Delta Kappan, 84 (10), 748-750; National Staff Development Council. (n.d.). NSDC resolutions.

Activity - PLC Writing Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing framework implemented by 5th grade teachers will be adopted as the school's writing framework to ensure consistency and quality of writing across all grade levels. Teachers will participate in professional development sessions that facilitate a collaborative effort to deepen understanding of ELA KCAS reading and writing standards. These sessions will also be utilized to model to teachers how the writing framework is an effective instructional tool in preparing students to write at proficient/distinguished levels. Professional development sessions will begin during weekly grade level PLC meetings and framework implementation will be monitored by peer observations, PLC conversations, walkthroughs, and lesson plan/student work analysis. Teachers will receive ongoing support and follow-up through resource teacher conferences and lesson modeling by 5th grade writing lead.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Lisa Grimes - Writing Lead Martha Voll - Resource Teacher

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing skills, concepts and content in English Language Arts by 06/01/2017 as measured by holistic scores on the Writing Program Review Rubric.

Strategy1:

Program Review Committee - The SBDM program review committee will create a subgroup (writing) to address the gaps in writing across all grade levels and content areas. This subgroup will focus on the indicators of the rubric and identify gaps that can should be addressed by the classroom teacher or interventionists. This process will be monitored by Goals Clarity Coach and the school's writing lead.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

Activity - Writing Program Review Sub Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This subgroup will meet monthly to review the writing program review rubric and identify gap areas in the school's overall writing program. The group will make recommendations to teachers on the best way to integrate writing skills, concepts and content into all content areas and the necessary evidence needed to prove that the rubric indicators have been met.	Academic Support Program	08/24/2015	05/24/2016	\$0 - No Funding Required	Principal, Program Review Committee Lead, Resource Teacher, Writing Lead

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Goal 5:

All students will have access to academic, social, and behavioral supports that remove barriers to becoming proficient in all content areas; increases parental involvement in the academic success; and ensure safety for all at Zachary Taylor.

Measurable Objective 1:

collaborate to ensure all students have support services that ensure academic and behavioral success by 06/01/2017 as measured by a quarterly review of Response To Intervention, Parent Involvement and School Response Team data.

Strategy1:

Project Care - Teachers will continue to receive professional development and support to ensure the consistent implementation of the Care for Kids Philosophies. This will assist in the development of positive character traits; facilitation of conversations around school-wide behavioral expectations; effective management of student behaviors and school/home needs; and the development of problem-solving skills.

Category: Professional Learning & Support

Research Cited: Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA / Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Activity - Morning Meetings Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and activities learned from summer professional development on the effective implementation of the Care for Kids philosophies with an emphasis on Morning Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Project Care Lead - D. Duane, Assistant Principal and Principal

Activity - School-wide Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide community meeting will be held each month for the purpose of recognizing student achievements; modeling school-wide anchor behaviors; and rewarding school-wide model behaviors.	Behavioral Support Program	08/28/2015	05/20/2016	\$500 - Other	Jeffrey Smith - Assistant Principal Dwayne Roberts - Principal Christy Hall - Counselor

Strategy2:

The work of the Family Resource Center - The Family Resource Center will work to identify community agencies that can provide academic and behavioral supports to eliminate barriers to learning. The center will also provide activities that actively engage community members and families into the work of the school.

Category: Stakeholder Engagement

Research Cited: "Principals in the Public: Engaging Community Support." A joint publication of the NAESP and NSPRA.

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Activity - Student Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Counselor and Family Resource Center will continue to implement activities that engage families into the work of the school and provide academic support to students with a need. Activities include: 5th Grade Transition Nights, Kids Etc. East End Tutoring, Math Strategies/Support Night, and Reading Strategies/Support Night.	Academic Support Program	08/17/2015	05/24/2016	\$3000 - Title I Schoolwide	School Counselor - Christy Hall FRC Director - Kim Mahon Jeffrey Smith - Assistant Principal

Activity - Student Physical, Social, and Emotional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center and School Counselor will continue to collaborate with community agencies such as: Colgate Dental, 7 Counties, Spencerian Dental and Vision Screenings, Watch DOGS, Elevate, Blessing in a backpack. The center will also continue to provide family support and clothing assistance.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	School Counselor - Christy Hall FRC Director - Kim Mahon

Strategy3:

Attendance Support - Attendance Committee will monitor student attendance as outlined in the school attendance plan. The committee will implement attendance incentive activities on a weekly; grading period; and yearly basis.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Class Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom with the highest attendance percentage will be provided an incentive each week. Incentives and rewards will also be implemented for individual students through drawings and other recognition activities.	Behavioral Support Program	08/17/2015	05/24/2016	\$500 - Other	Christy Hall - Chair of Attendance Committee Assistant Principal - Jeff Smith PTA - Representative Marilyn Pincus - Attendance Clerk

Activity - School-wide Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with grading period perfect attendance will be recognized during our regular School-wide Community Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$200 - Other	Jeffrey Smith Dwayne Roberts Christy Hall - Attendance Committee PTA - Representative Marilyn Pincus - Attendance Clerk

Strategy4:

School Response Team - The school will continue to implement the School Response Team to address student aggressive and emotional behaviors.

Category: Management Systems

Research Cited: JCPS District overview of Student Response Teams. RTI & Classroom Behaviors by Jim Wright, 2011.

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Activity - Second Steps Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the activities and strategies learned as part of the training for the Second Steps Program and will receive support with the classroom implementation of the program.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Shellie Bryan - PAC Teacher Dan Duane - ECE Teacher Christy Hall - Counselor

Activity - Positive Action Center (PAC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A room will be created and staffed so that students in need of de-escalation and behavioral supports can be temporarily removed from the learning setting, de-escalated and returned to the learning setting.	Behavioral Support Program	08/17/2015	05/24/2016	\$9000 - General Fund \$18000 - District Funding	Jeffrey Smith - Assistant Principal Shellie Bryan - PAC Teacher

Activity - Zachary Taylor SRT/Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provide yearly training on ZTs discipline/SRT plan with quarterly follow-ups during faculty meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Jeffrey Smith - Assistant Principal

Activity - SRT / SCM Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members identified to participate in the SRT will receive district SCM Trainings and update sessions.	Behavioral Support Program	08/17/2015	05/24/2016	\$2000 - General Fund	Jeffrey Smith - Assistant Principal / Case Manager and Shellie Bryan (PAC/SCM)

Activity - University of Louisville ABRI/PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Zachary Taylor Elementary will create an ABRI/PBIS Committee that participates in the U of L ABRI/PBIS Project Cohort. Committee will gain new knowledge related to Positive Intervention and Behavior Supports and share with ZT teachers and SRT staff.	Behavioral Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	Shellie Bryan Christy Hall Jeff Smith ABRI/UL Committee

Activity - Seclusion and Restraint Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive training utilizing modules in Seclusion and Restraint	Behavioral Support Program	08/17/2015	09/09/2016	\$0 - No Funding Required	Principal Assistant Principal

Goal 6:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

collaborate to to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 06/01/2017 as measured by holistic score derived from rubric analysis.

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Strategy1:

Professional Development - Teachers and staff will engage in relevant professional development sessions designed to assist students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular goals. Teachers and staff will participate in professional development on both the district and school level, including PLC sessions.

Category: Professional Learning & Support

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC sessions and monthly team meetings to analyze student work and assessment data. Teachers will utilize the PLC to plan instructional activities and review appropriate assessments in order to create differentiated instructional activities that meet the needs of all students.	Academic Support Program	08/13/2014	06/01/2015	\$0 - No Funding Required	Resource Teacher, Primary Program Teachers, RTI Lead, Principal

Activity - Vertical Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary program teachers will collaborate with intermediate teachers to identify areas of concerns upon transition from the primary program to the intermediate program. Teachers will then identify instructional strategies to be utilized to fill in the identified gaps.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Intermediate Program Teachers, Resource Teacher, Principal

Strategy2:

Curriculum and Instruction - Teachers will utilize the Kentucky Core Content Academic Standards and Program Review Rubric to plan instruction that is grade-level appropriate. Teachers will collaborate with one another to ensure that the Primary Program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be implemented, and data will be utilized to determine effectiveness of instructional techniques, and to make decisions related to instruction in primary classrooms.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to ensure that differentiated instruction and work are presented to students based on assessment data. This includes, but is not limited to, homework assignments that are differentiated; intended to remediate for students needing additional support, and extend learning for those that have met the curricular standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Resource Teacher, RTI Lead, Principal

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Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize an on-going method of communication (Thursday Communication Folder) with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Principal

Activity - KCAS Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Kentucky Core Academic Standards relevant to their grade level. This includes awareness of progressions, and extending knowledge for students that are ready for a challenge. Additionally, teachers will plan collaboratively to ensure that the interpretation of the standards is consistent among all team members.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teacher, Resource Teacher, Principal

Activity - Primary Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both computer-based and small group instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Interventionist, RTI Lead

Strategy3:

Kindergarten Readiness Brigrance - The Brigrance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners. Assessment data will be utilized to inform present and future instruction and behavioral needs.

Category: Early Learning

Research Cited: Brigrance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigrance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0 - No Funding Required	Christy Hall

Goal 7:

Increase the reading proficiency of the gap population to 64.7% by 2019.

Measurable Objective 1:

51% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 06/01/2017 as measured by performance results on the KPREP.

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Strategy1:

Professional Learning Communities - Professional Learning Communities will be established to foster collaborative learning among grade level colleagues. The work of the PLCs will be to analyze student work and formative assessment data to determine student mastery of KCAS and to develop specific startates and activities in order to constantly improve students' academic performance.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will particpate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher and Prinicipal

Strategy2:

Response to Intervention - The RTI system will be fully implemented. The system will ensure that multiple points of data will be utilized to identify students who are not mastering content, skills, and concepts. Students will then be Tiered by needs (Tier I, Tier II, and Tier III) and interventions will be implemented to address those academic and behavioral needs. The RTI lead will monitor the success of all interventions by tracking weekly, grading period, and semester progress data and sharing data for use during grade level PLC meetings.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during montly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers

Activity - Lexia Core Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500 - Other	RTI Lead Classroom Teachers Goals Clarity Coach

Goal 8:

Increase the math proficient and distinguished percentage of the gap population to 60.5% by the year 2019.

Measurable Objective 1:

45% of Students with Disabilities students will demonstrate a proficiency in skills, concepts and content in Mathematics by 06/01/2017 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Community - Teachers will meet on a weekly basis to review math content standards; generate common lesson targets; generate common assessments; and review student progress data. Implementation of the weekly PLC will be evidenced by PLC minutes and meeting artifacts such as student progress data.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Principal, Goals Clarity Coach

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Measurable Objective 2:

45% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 06/01/2017 as measured by performance results on the KPREP assessment.

Strategy1:

Math Curriculum/Instruction - Teachers will adhere to math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for mathematics. Implementation will be monitored through classroom walkthroughs; PLC work; lesson plan reviews; and regular reviews of CASCADE/Dashboard Data.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Goals Clarity Coach, Principal

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal

Goal 9:

Increase the percentage of proficient and distinguished students with disabilities, focus on Alternate Portfolio students, in reading to 55.2% by 2017.

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Measurable Objective 1:

49% of Students with Disabilities students will demonstrate a proficiency in reading concepts, skills and content in English Language Arts by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Communities - Teachers will work on a weekly basis to review KCAS and Core Content Standards; JCPS curriculum/pacing/assessment guides; and student progress (RTI) data. This process will be monitored by principal and resource teacher. Meeting minutes and RTI data will serve as further evidence of implementation of PLCs.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will meet on a weekly basis to review ELA KCAS; JCPS curriculum/pacing guides; JCPS assessment calendar; and student progress (RTI) data. Teachers will share ideas and strategies to assist with the process of the Alternate Portfolio. Teachers will create lesson targets; lessons; assessments and review student progress data to inform classroom instruction and interventions. The process will be facilitated by the district ECE resource teacher assigned to the school in collaboration with the school's resource teachers. Meeting minutes and RTI data will serve as further evidence of implementation of the ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Goals Clarity Coach, Principal, and ECE Teachers

Goal 10:

By the end of the 2015-2016 Zachary Taylor Elementary will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 08/17/2015 as measured by surveys or other checks of understanding after professional development activities.

Strategy1:

Teacher Professional Growth and Effectiveness System - Professional development activities will be implemented to ensure that all teachers receive information, training, and clarification of the new PGES. Objectives of PD activities and knowledge of teacher understanding will be measure by surveys and other methods to monitor progress towards understanding of PGES.

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Category: Teacher PGES

Research Cited: Bill and Melinda Gates Foundation. (2012). Gathering Feedback for Teaching: Policy and Practice Brief. Seattle, WA: Bill & Melinda Gates Foundation.

Chetty, R., Friedman, J.N., Rockoff, J.E. (2011). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (Working Paper No. 17699).

Condon, C. and Clifford, M. (2010). Measuring Principal Performance: How Rigorous Are Commonly Used Principal Performance Assessment Instruments: A Quality School Leadership Issue Brief. Naperville, IL: Learning Point Associates.

Activity - Administrative Training (PGES)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Administrators will complete the PGES Module training and calibration training prior to beginning growth process.	Professional Learning	08/17/2015	09/11/2015	\$0 - No Funding Required	Principal and Assistant Principal

Goal 11:

2016-2017 Math Gap Novice Reduction Goal

Measurable Objective 1:

A 10% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior to score novice in Mathematics by 06/01/2017 as measured by KPREP Assessment.

Strategy1:

Deconstruction of KCAS Math Standards - Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Curriculum Alignment and Deconstruction of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach PD Committee

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Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers

Goal 12:

2016-2017 Gap Reading Novice Reduction Goal

Measurable Objective 1:

A 10% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior of scoring novice in Reading by 06/01/2017 as measured by KPREP Assessment.

Strategy1:

ELA Standards Deconstruction and Alignment to School Curriculum Resources - Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionists.

Activity - Reading Standards Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach Math Resource Teacher PD Committee

Strategy2:

SY 2016-2017

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Technical Assistance with Reading Instruction and Intervention - Selected teachers will participate in the Bellarmine Literacy Project. New knowledge and resources will be shared with grade level teachers during PLC work.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected K-2 teachers will participate in the Bellarmine Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal Librarian - Literacy Coach

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?

- Dwayne Roberts - Principal
- Jim Yung - Parent
- Carlos Gonzalez - Parent
- Tami Jilek - Teacher / Librarian
- Lauren Florence - Teacher
- Tiffany McDermott - Teacher
- Jeffrey Smith - Assistant Principal
- Martha Voll - Goals Clarity Coach
- Christy Hall - Counselor
- Kim Mahon - Family Resource Center Director
- Melanie Yung - PTA President

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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 2.71

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	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 sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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: 1.29

	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.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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.	Staff and parents have no knowledge of authentic participation.	Novice

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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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.33

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.83

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.33

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

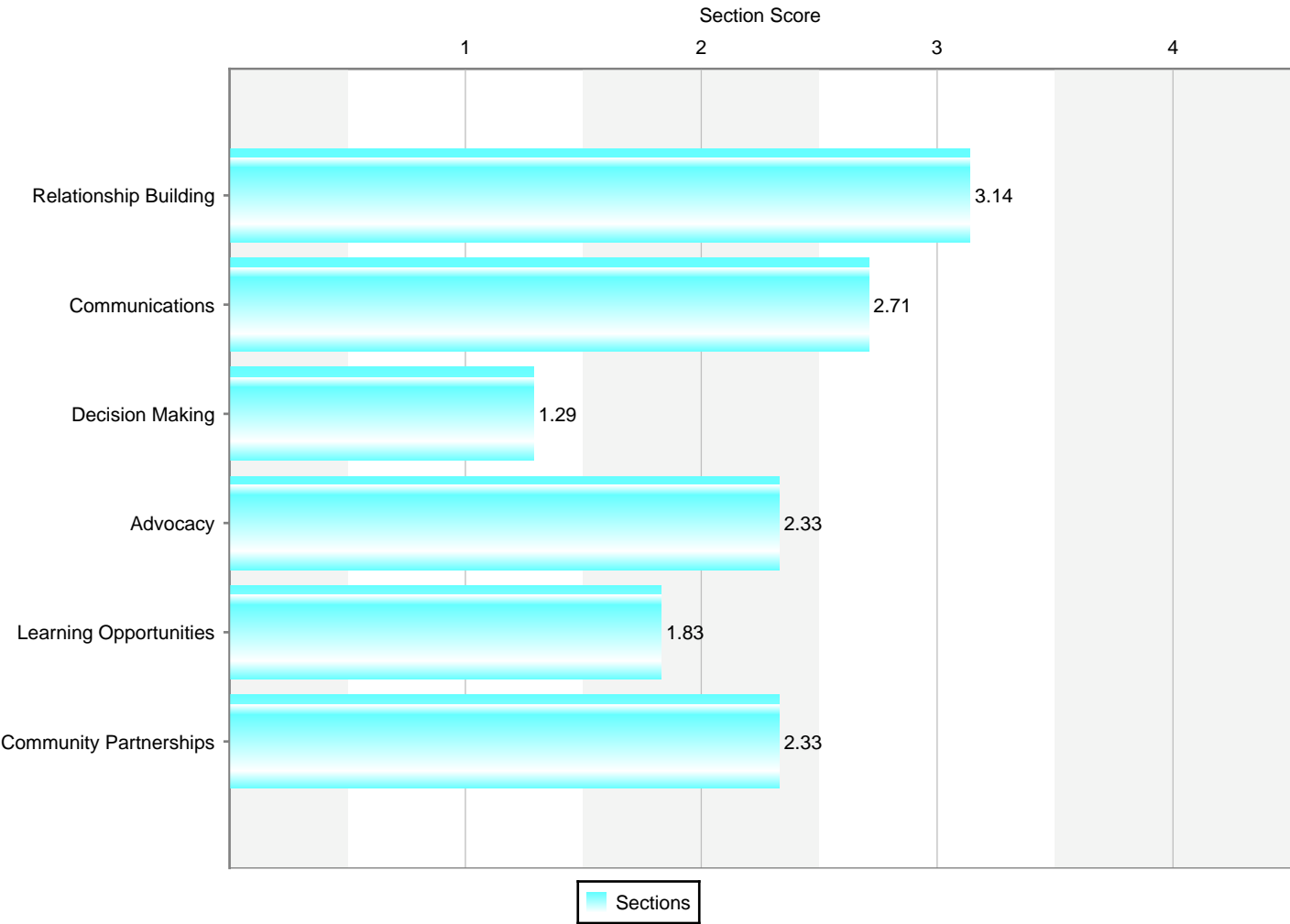
Reflect upon your responses to each of the Missing Piece objectives.

After responding to each component of the Missing Piece Objectives, it has been realized that the role parents and stakeholders play in the progress of Zachary Taylor is limited to the PTA and SBDM. It has been realized that a plan needs to be generated to ensure the school is doing the following:

1. Engaging parents in SBDM Committees
2. Providing training to parents in the areas of SBDM, Student Advocacy, Community Resources, and Student Academic Progress
3. Actively involving parents in school activities and planning processes
4. Ensuring all stakeholders are provided with two-way communication in regards to student academic progress and school practices related to academic progress.

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 began with grade level PLC discussions around the released KPREP data and initial findings. The process was then expanded to include teachers and instructional assistants during a full day analysis of KPREP released items. The teachers and assistants analyzed the data from their roles as instructors and interventionists and what the data meant to them. Teachers and assistants reviewed the data, along with the 15-16 CSIP strategies and activities. The next step in including stakeholders included an SBDM review of the 15-16 CSIP, along with an analysis of the released KPREP results. After allowing for this step, the data from the analysis with the teachers and assistants was shared. All input was utilized to create draft of the CSIP strategies and activities with goals and targets, which will be shared with parents and community members after peer feedback (Principal from another school) for final input and feedback.

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

Parents included through SBDM Representation and Parent CSIP Forum

Teachers through PLC analysis and Gold Day analysis

Teachers Assistants through Gold Day analysis

Counselor and Assistant Principal through PLC and Gold Day analysis

Goals Clarity Coach through PLC and Gold Day analysis

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 plan was communicated through the PLC process for teachers; SBDM for parents; and CSIP Forum for all other stakeholders, including parents. Progress will be communicated through the PLC process and Monthly SBDM Meetings.

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?

What sub-groups are still underperforming? What percentage of students are scoring novice, apprentice, proficient, and distinguished? What are areas of strength and weakness?

75% of our students fall within the GAP category. The number performing at the proficient/distinguished level in reading increased from 40.3 to 43.3 on the 2016 KPREP. In math the number increased from 36.4 to 37.3 and the number increased from 43.8 to 54.3 in Social Studies. ZT saw a .7 gain in Writing and a -3.1 decrease in Language Mechanics. Although our data reveals increases in all areas but Language Mechanics, we still have 60.3% of 3rd grade students; 65.3% of 4th grade students; and 51.3% of 5th grade students performing below proficiency in reading. We also have 63.3% of 3rd grade students; 70.9% of 4th grade students; and 62.2% of 5th grade students performing below proficiency in math.

73.1% of our students fall within the Free/Reduced Lunch category. 58.6% of 3rd grade students performed at the novice and apprentice levels in Reading on the KPREP and 65.5% scored novice and apprentice in math. 63.1% of students on Free/Reduced lunch in reading in the 4th and 70% of the same students in math scored novice and apprentice on the KPREP. 50% of 5th grade Free/Reduced students scored novice and apprentice in reading and 59.1% scored novice in math.

16% of our students are English Language Learners. 88.3% of 3rd; and 78.6% of 4th grade ELL students scored below proficiency in Reading on the KPREP.

13% of our students are students with disabilities. 78.5% of all students in reading and 82.2% of all students with disabilities in math scored below proficiency on the KPREP. 73.3% of students with disabilities in reading and 80% in math in the 5th grade scored below proficiency on the KPREP.

Even with the gains that we saw overall, there are multiple areas, as mentioned above, that continue to show large number of students performing below proficiency in reading and math.

ZT has only 1 KTIP teacher; 0 teachers teaching classes out of their field of study; 2 teachers with 1-3 years experience; 32 teachers with 4 or more years of experience; and 14.3 teachers that agree that students follow the rules of conduct.

The analysis of this data reveals that we have experienced teachers that have continued to ensure students are making academic progress in most of the content areas, but still have changes to make in daily instruction to ensure all students are making progress towards proficiency.

The data does not tell us what the root causes are for the results in each area for each sub-group. The data does not tell us what strategies had an impact on our areas of improvement and what strategies will assist with our areas of need.

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?

75% of our students fall within the GAP category. The number performing at the proficient/distinguished level in reading increased from 40.3 to 43.3 on the 2016 KPREP. In math the number increased from 36.4 to 37.3 and the number increased from 43.8 to 54.3 in Social Studies. ZT saw a .7 gain in Writing and a -3.1 decrease in Language Mechanics. Although our data reveals increases in all areas but Language Mechanics, we still have 60.3% of 3rd grade students; 65.3% of 4th grade students; and 51.3% of 5th grade students performing below proficiency in reading. We also have 63.3% of 3rd grade students; 70.9% of 4th grade students; and 62.2% of 5th grade students performing below proficiency in math.

We are going to continue our work with the deconstruction of math and reading content standards. We are also going to continue our weekly work with analyzing student results and creating intervention plans and instructional strategies during our PLC meetings. We will continue with the administering of our universal screeners 3 times per year and the creation of targeted interventions and assistants for students struggling with progress towards proficiency.

We will celebrate the fact that we continue to reduce the number of novice students in all categories and continue to increase the number of proficient/distinguished students in all categories except Language Mechanics.

Opportunities for Improvement

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

Language Mechanics

ELL Novice Math and Reading

Students with Disabilities Novice Math and Reading

Overall Math Progress in every category for every group

Overall Reading Below Proficiency Performance

Plans include the following:

1. Focus on deconstruction of Math and Reading standards (PD)
2. Focus on core instruction and effective implementation of Learning Centers
3. Focus on PLC use of data to guide instructional change
4. Focus on continue implementation of targeted interventions

Conclusion

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

Our greatest area of need is a strengthening of our core instruction in math and reading. By continuing to provide professional development and planning time for the deconstruction of content standards and planning of standards-based lessons. We will also continue our focus on the implementation of targeted math and reading interventions that are based upon the analysis of universal screener data and teacher classroom data.

ZT CSIP 2016-2017 Final

Overview

Plan Name

ZT CSIP 2016-2017 Final

Plan Description

16 17 CSIP

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 students scoring proficient and distinguished in writing to 69.4% by 2019 and address the content, skills and concepts outlined in the Writing Program Review.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
2	Increase the reading proficiency of all students to 68.2% by 2019.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$172000
3	Increase the proficient and distinguished percentage in mathematics of all students to 63.7% by 2019.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$8000
4	Ensure all students are receiving science effective science instructions on a dialy basis by June 1, 2019.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	Increase the percentage of proficient and distinguished students in Social Studies to 69.3% by 2019.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
6	All students will have access to academic, social, and behavioral supports that remove barriers to becoming proficient in all content areas; increases parental involvement in the academic success; and ensure safety for all at Zachary Taylor.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$33200
7	Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
8	Increase the reading proficiency of the gap population to 64.7% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7500
9	Increase the math proficient and distinguished percentage of the gap population to 60.5% by the year 2019.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
10	Increase the percentage of proficient and distinguished students with disabilities, focus on Alternate Portfolio students, in reading to 55.2% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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11	By the end of the 2015-2016 Zachary Taylor Elementary will fully implement the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
12	2016-2017 Math Gap Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
13	2016-2017 Gap Reading Novice Reduction Goal	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: Increase the percentage of students scoring proficient and distinguished in writing to 69.4% by 2019 and address the content, skills and concepts outlined in the Writing Program Review.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 12/08/2017 as measured by performance results on KPREP.

Strategy 1:

Professional Development - Teachers will receive professional development experiences that will foster deeper understanding of how to effectively implement the ELA KCAS standards along with improving instructional practices. Professional development sessions will continue to be offered on a regular basis through avenues such as: summer professional developments sessions, Gold Days, and embedded pd opportunities. Information, strategies and resources will be shared and enhanced through opportunities to conduct peer observations, peer conversations, and reflections during grade level PLC work with improving student progress.

Category: Professional Learning & Support

Research Cited: Guskey, T. R. (2003). What makes professional development effective? Phi Delta Kappan, 84 (10), 748-750; National Staff Development Council. (n.d.). NSDC resolutions.

Activity - PLC Writing Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing framework implemented by 5th grade teachers will be adopted as the school's writing framework to ensure consistency and quality of writing across all grade levels. Teachers will participate in professional development sessions that facilitate a collaborative effort to deepen understanding of ELA KCAS reading and writing standards. These sessions will also be utilized to model to teachers how the writing framework is an effective instructional tool in preparing students to write at proficient/distinguished levels. Professional development sessions will begin during weekly grade level PLC meetings and framework implementation will be monitored by peer observations, PLC conversations, walkthroughs, and lesson plan/student work analysis. Teachers will receive ongoing support and follow-up through resource teacher conferences and lesson modeling by 5th grade writing lead.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Lisa Grimes - Writing Lead Martha Voll - Resource Teacher

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing skills, concepts and content in English Language Arts by 12/08/2017 as measured by holistic scores on the Writing Program Review Rubric.

Strategy 1:

Program Review Committee - The SBDM program review committee will create a subgroup (writing) to address the gaps in writing across all grade levels and content

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areas. This subgroup will focus on the indicators of the rubric and identify gaps that can should be addressed by the classroom teacher or interventionists. This process will be monitored by Goals Clarity Coach and the school's writing lead.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

Activity - Writing Program Review Sub Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This subgroup will meet monthly to review the writing program review rubric and identify gap areas in the school's overall writing program. The group will make recommendations to teachers on the best way to integrate writing skills, conepts and content into all content areas and the necessary evidence needed to prove that the rubric indicators have been met.	Academic Support Program	08/24/2015	05/24/2016	\$0	No Funding Required	Principal, Program Review Committee Lead, Resource Teacher, Writing Lead

Goal 2: Increase the reading proficiency of all students to 68.2% by 2019.

Measurable Objective 1:

51% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 12/08/2017 as measured by Perfomance results on the KPREP.

Strategy 1:

Literacy Block - A literacy block will be created that will allow for daily instruction in ELA and the consistent implementation of ELA interventions.

Category: Learning Systems

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will post daily ELA learning targets in visible locations within the classroom. The learning target should match the lesson activities and a formative assessment will be utilized to assess student progress towards the mastery of that target.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Dwayne Roberts - Principal Jeff Smith - Assistant Principal Classroom Teachers
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Activity - Curriculum/Instruction/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the ELA KCAS along with the district pacing guides and assessment calendar	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach Classroom Teachers

Strategy 2:

Differentiated Instruction - Teachers will receive training and support with the implementation of differentiated instruction activities.

Category: Learning Systems

Research Cited: Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

Activity - Cultural Competence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on culturally responsive teaching and learning. Strategies and activities will be utilized to differentiate classroom activities to address the varying needs of all students within the classroom.	Academic Support Program	07/01/2015	07/01/2016	\$0	No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach

Activity - Learning Styles Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support with the effective implementation of learning styles surveys. Data gained from surveys will be utilized to inform classroom instruction and differentiated learning activities.	Academic Support Program	07/01/2015	07/01/2016	\$0	No Funding Required	Martha Voll - Resource Teacher Dwayne Roberts - Principal

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Strategy 3:

Professional Learning Communities - Professional Learning Communities will be implemented to ensure that grade level teachers are meeting on a weekly basis to analyze sample teacher lessons, student work and formative assessment data. This will allow grade level teachers to monitor student progress towards mastery of KCAS and develop supports and interventions that will ensure mastery of content standards for all.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will meet weekly in grade level PLC to work together to review standards; plan lessons; create common formative assessments; analyze student work and assessment results; and collectively work to improve classroom practices and student learning. The PLC process will be facilitated by the school's resource teacher and principal to ensure that student progress is monitored on weekly basis and interventions are created and monitored based upon the findings from analysis. Minutes, notes, artifacts, and agendas will serve as evidence of the work of the PLCs.	Academic Support Program	07/01/2015	05/24/2016	\$0	No Funding Required	Resource Teacher Principal Classroom Teachers

Strategy 4:

Reading Interventions - Student data progress data (proficiency assessments, LexiaCore, MobyMax, EasyECM assessments, DRAs, etc.) will be analyzed weekly during PLCs. Students will receive daily interventions in reading based upon identified needs. Interventionists and teachers will group and regroup students and provide small group instructions utilizing a multitude of resources and strategies.

Category: Learning Systems

Research Cited: Allen, Irene and Susan Peery. Literacy Centers Grades 3-5: What Your Other Kids Do During Guided-Reading Groups. Creative Teaching Press, 2000.

Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction, Stenhouse, 2009.

Activity - Daily Reading Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$139000	State Funds, Title I Schoolwide	Principal Goals Clarity Coach Interventionists

Strategy 5:

Standards Deconstruction Technical Assistance - During summer professional development and ongoing PLC work, JCPS Literacy Specialists will be utilized to facilitate grade level deconstruction of ELA standards. Teachers will deconstruct standards and align activities, lessons and strategies to existing and/or needed school resources.

Category: Professional Learning & Support

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Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Deconstruction of ELA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Professional Development to deconstruct ELA standards and align lesson activities to school resources. This work will be facilitated by JCPS Literacy Specialist and Goals Clarity Coach	Professional Learning	07/01/2015	08/01/2016	\$8000	Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Activity - Purchase of Journey's and Alignment to ELA KCAS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Journey's Literacy Curriculum will be purchased and aligned to KCAS ELA Standards.	Academic Support Program	06/01/2015	08/15/2016	\$18000	Text Books	Principal Goals Clarity Coach

Activity - Alignment and Purchase of Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Funds will be utilized to purchase curriculum support materials identified during deconstruction of standards.	Academic Support Program	06/01/2015	05/20/2016	\$7000	Title I Schoolwide	Principal Goals Clarity Coach

Goal 3: Increase the proficient and distinguished percentage in mathematics of all students to 63.7% by 2019.

Measurable Objective 1:

45% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 12/08/2017 as measured by Performance results on the KPREP assessment.

Strategy 1:

Math Curriculum/Instruction - Teachers will adhere to Math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for math. Classroom walkthroughs will be utilized to monitor the effective implementation of the new common core standards for mathematics, along with lesson plan checks and conversations during PLC meetings.

Category: Continuous Improvement

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

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Activity - Math Focused PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level/content area PLCs to analyze student proficiency data; lesson targets; formative assessments; and student work. Students not mastering content, skills, and concepts will be identified for placement in interventions and ESS services. PLC minutes, agendas, and support materials will serve as evidence. Classroom walkthroughs, analysis of student progress data, and sample lesson plans/student work will serve as further evidence of effective implementation of the process.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math learning targets will be posted in visible areas of classrooms. The learning target should match the lesson being taught and a formative assessment should be utilized to assess student mastery of the learning target. Evidence will be generated through classroom walkthrough documentation; minutes from PLC sessions; and collection of lesson plans/assessment.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal
Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement with fidelity the Envision Math Curriculum with necessary supplemental lesson and activities. Effective implementation of the program will be monitored through classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Teachers, Principal and Goals Clarity Coach
Activity - Daily Math Interventions / Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive daily math interventions. During PLC sessions teachers will analyze student math progress data and identify areas for enrichment or interventions. Students will be grouped and regrouped on a weekly basis and receive interventions from grade level teachers or interventionists. ESS interventionists and Title I teachers will be utilized to support math interventions.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Strategy 2:

Technical Assistance with Deconstruction of Math Standards - Grade level teachers will work with JCPS Math Specialist to deconstruct KCAS math standards.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Math Standards Deconstruction Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teachers will participate in professional development sessions that allow them to collaborate with each other and district math specialist to deconstruct math standards and align lesson activities to school resources.	Professional Learning	06/01/2016	08/01/2016	\$8000	Title I Schoolwide	Principal Goals Clarity Coach PD Committee
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Goal 4: Ensure all students are receiving science effective science instructions on a dialy basis by June 1, 2019.

Measurable Objective 1:

A 40% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in content and skills in Science by 12/08/2017 as measured by Performance on JCPS Sciency Proficiency Assessments.

Strategy 1:

Science Module Implementation - All teachers will implement the Science curriculum and Science Modules as outlined by the JCPS Curriculum Guides; Proficiency Assessments; National Science Standards; and Core Content. Implementation of Science Core Content will be monitored by administrative classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Integrated Methods for Learning

Research Cited: JCPS Curriculum Guides; National Science Standards; Kentucky Program of Studies and Core Content; and FOSS Science Modules.

Activity - Science Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will adhere to the districts pacing guide for instruction and the calendar for assessment. All assessments will be given to all students. Monitoring of district assessments will be facilitated by the school counselor, who ensures all staff receive and input all assessments and results. The school's RTI lead and principal are responsible for the collection and distribution of all assessment data. The school resource teacher, RTI lead and principal are responsible for the analysis; creation of interventions; and PLC work related to all student assessment data.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Counselor, Principal, and Goals Clarity Coach

Activity - Science Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize science proficiency results to make classroom instructional adjustments and to also inform the system of interventions. Proficiency results will be utilized to identify students that have not mastered content standards and those students will receive intervention or classroom support to ensure mastery of the standards. PLCs will be utilized to facilitate the process of student progress data analysis and creation/monitoring of interventions to address identified academic needs. PLC minutes: RTI data spreadsheets; and intervention progress data will serve as evidence of implementation of this strategy.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal
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Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Learning Targets will be posted in visible areas. The learning target should correspond to the lesson being taught and the assessment utilized should assess student mastery of the content, skills, or concepts. Implementation will be monitored by utilizing administrative classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Goal 5: Increase the percentage of proficient and distinguished students in Social Studies to 69.3% by 2019.

Measurable Objective 1:

57% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills, concepts and content in Social Studies by 12/08/2017 as measured by Performance results on the KPREP.

Strategy 1:

Social Studies Curriculum Alignment - All teachers will provide social studies instruction on a daily basis that is aligned to the Kentucky Program of Studies and Social Studies Core Content. All teachers will utilize JCPS proficiency assessments, extended response questions, and available technology to ensure that all students master content standards. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies, Core Content 4.1, Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

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Activity - Reading and Writing Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLCs each month that focus on integrating reading and writing into content area instruction. Implementation of integrated activities will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work. PLC minutes; sample lessons and walkthrough documentation will serve as evidence of implementation.	Academic Support Program	08/17/2015	06/01/2016	\$0	No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will adhere to the districts pacing guide for instruction and the calendar for assessment. All assessments will be given to all students. Monitoring of district assessments will be facilitated by the school counselor, who ensures all staff receive and input all assessments and results. The school's RTI lead and principal are responsible for the collection and distribution of all assessment data. The school resource teacher, RTI lead and principal are responsible for the analysis; creation of interventions; and PLC work related to all student assessment data.	Academic Support Program	08/17/2015	06/01/2016	\$0	No Funding Required	RTI Lead, Counselor, Principal, Goals Clarity Coach, Classroom Teachers

Measurable Objective 2:

57% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills, and content in Social Studies by 06/01/2017 as measured by Performance results on the KPREP assessment.

Strategy 1:

Curriculum Alignment - All teachers will provide social studies instruction on a daily basis that is aligned to the Kentucky Program of Studies and Social Studies Core Content. All teachers will utilize JCPS proficiency assessments, extended response questions, and available technology to ensure that all students master content standards. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Learning Systems

Research Cited: Kentucky Program of Studies, Core Content 4.1

Activity - Learning Styles and Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development during faculty meetings, Gold Days and PLCs on the implementation of learning styles surveys and the creation of differentiated instructional activities to ensure all students are receiving instruction that is challenging and ensures mastery of content for all students. Follow-up and support will be provided by the principal and school resource teacher. PD agenda and minutes; PLC minutes; and training artifacts will serve as evidence.	Academic Support Program	07/01/2015	07/01/2016	\$0	No Funding Required	Teachers, Principal, PD Chair,

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will post daily learning targets for social studies instruction. Each lesson taught will be linked to a learning targets and a formative assessment will be linked to that target to assist in the monitoring of student master of the content, concept or skill. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teacher, Principal, Assistant Principal, Resource Teacher
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Goal 6: All students will have access to academic, social, and behavioral supports that remove barriers to becoming proficient in all content areas; increases parental involvement in the academic success; and ensure safety for all at Zachary Taylor.

Measurable Objective 1:

collaborate to ensure all students have support services that ensure academic and behavioral success by 12/08/2017 as measured by a quarterly review of Response To Intervention, Parent Involvement and School Response Team data.

Strategy 1:

Project Care - Teachers will continue to receive professional development and support to ensure the consistent implementation of the Care for Kids Philosophies. This will assist in the development of positive character traits; facilitation of conversations around school-wide behavioral expectations; effective management of student behaviors and school/home needs; and the development of problem-solving skills.

Category: Professional Learning & Support

Research Cited: Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA / Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Activity - Morning Meetings Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies and activities learned from summer professional development on the effective implementation of the Care for Kids philosophies with an emphasis on Morning Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Project Care Lead - D. Duane, Assistant Principal and Principal

Activity - School-wide Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A school-wide community meeting will be held each month for the purpose of recognizing student achievements; modeling school-wide anchor behaviors; and rewarding school-wide model behaviors.	Behavioral Support Program	08/28/2015	05/20/2016	\$500	Other	Jeffrey Smith - Assistant Principal Dwayne Roberts - Principal Christy Hall - Counselor
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Strategy 2:

Attendance Support - Attendance Committee will monitor student attendance as outlined in the school attendance plan. The committee will implement attendance incentive activities on a weekly; grading period; and yearly basis.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Class Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom with the highest attendance percentage will be provided an incentive each week. Incentives and rewards will also be implemented for individual students through drawings and other recognition activities.	Behavioral Support Program	08/17/2015	05/24/2016	\$500	Other	Christy Hall - Chair of Attendance Committee Assistant Principal - Jeff Smith PTA - Representative Marilyn Pincus - Attendance Clerk

Activity - School-wide Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with grading period perfect attendance will be recognized during our regular School-wide Community Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$200	Other	Jeffrey Smith Dwayne Roberts Christy Hall - Attendance Committee PTA - Representative Marilyn Pincus - Attendance Clerk

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Strategy 3:

The work of the Family Resource Center - The Family Resource Center will work to identify community agencies that can provide academic and behavioral supports to eliminate barriers to learning. The center will also provide activities that actively engage community members and families into the work of the school.

Category: Stakeholder Engagement

Research Cited: "Principals in the Public: Engaging Community Support." A joint publication of the NAESP and NSPRA.

Activity - Student Physical, Social, and Emotional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center and School Counselor will continue to collaborate with community agencies such as: Colgate Dental, 7 Counties, Spencerian Dental and Vision Screenings, Watch DOGS, Elevate, Blessing in a backpack. The center will also continue to provide family support and clothing assistance.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	School Counselor - Christy Hall FRC Director - Kim Mahon

Activity - Student Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Counselor and Family Resource Center will continue to implement activities that engage families into the work of the school and provide academic support to students with a need. Activities include: 5th Grade Transition Nights, Kids Etc. East End Tutoring, Math Strategies/Support Night, and Reading Strategies/Support Night.	Academic Support Program	08/17/2015	05/24/2016	\$3000	Title I Schoolwide	School Counselor - Christy Hall FRC Director - Kim Mahon Jeffrey Smith - Assistant Principal

Strategy 4:

School Response Team - The school will continue to implement the School Response Team to address student aggressive and emotional behaviors.

Category: Management Systems

Research Cited: JCPS District overview of Student Response Teams. RTI & Classroom Behaviors by Jim Wright, 2011.

Activity - SRT / SCM Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members identified to participate in the SRT will receive district SCM Trainings and update sessions.	Behavioral Support Program	08/17/2015	05/24/2016	\$2000	General Fund	Jeffrey Smith - Assistant Principal / Case Manager and Shellie Bryan (PAC/SCM)

Activity - Zachary Taylor SRT/Discipline Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provide yearly training on ZTs discipline/SRT plan with quarterly follow-ups during faculty meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Jeffrey Smith - Assistant Principal
Activity - Positive Action Center (PAC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A room will be created and staffed so that students in need of de-escalation and behavioral supports can be temporarily removed from the learning setting, de-escalated and returned to the learning setting.	Behavioral Support Program	08/17/2015	05/24/2016	\$27000	District Funding, General Fund	Jeffrey Smith - Assistant Principal Shellie Bryan - PAC Teacher
Activity - Second Steps Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the activities and strategies learned as part of the training for the Second Steps Program and will receive support with the classroom implementation of the program.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Shellie Bryan - PAC Teacher Dan Duane - ECE Teacher Christy Hall - Counselor
Activity - Seclusion and Restraint Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training utilizing modules in Seclusion and Restraint	Behavioral Support Program	08/17/2015	09/09/2016	\$0	No Funding Required	Principal Assistant Principal
Activity - University of Louisville ABRI/PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Zachary Taylor Elementary will create an ABRI/PBIS Committee that participates in the U of L ABRI/PBIS Project Cohort. Committee will gain new knowledge related to Positive Intervention and Behavior Supports and share with ZT teachers and SRT staff.	Behavioral Support Program	08/17/2015	06/01/2016	\$0	No Funding Required	Shellie Bryan Christy Hall Jeff Smith ABRI/UL Committee

Goal 7: Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

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collaborate to to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 12/08/2017 as measured by holistic score derived from rubric analysis.

Strategy 1:

Curriculum and Instruction - Teachers will utilize the Kentucky Core Content Academic Standards and Program Review Rubric to plan instruction that is grade-level appropriate. Teachers will collaborate with one another to ensure that the Primary Program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be implemented, and data will be utilized to determine effectiveness of instructional techniques, and to make decisions related to instruction in primary classrooms.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies

Activity - Primary Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both computer-based and small group instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Primary Program Teachers, Interventionist , RTI Lead

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to ensure that differentiated instruction and work are presented to students based on assessment data. This includes, but is not limited to, homework assignments that are differentiated; intended to remediate for students needing additional support, and extend learning for those that have met the curricular standards.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Primary Program Teachers, Resource Teacher, RTI Lead, Principal

Activity - KCAS Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Kentucky Core Academic Standards relevant to their grade level. This includes awareness of progressions, and extending knowledge for students that are ready for a challenge. Additionally, teachers will plan collaboratively to ensure that the interpretation of the standards is consistent among all team members.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Primary Program Teacher, Resource Teacher, Principal

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize an on-going method of communication (Thursday Communication Folder) with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Primary Program Teachers, Principal

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Strategy 2:

Professional Development - Teachers and staff will engage in relevant professional development sessions designed to assist students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular goals. Teachers and staff will participate in professional development on both the district and school level, including PLC sessions.

Category: Professional Learning & Support

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Vertical Planning and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary program teachers will collaborate with intermediate teachers to identify areas of concerns upon transition from the primary program to the intermediate program. Teachers will then identify instructional strategies to be utilized to fill in the identified gaps.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Primary Program Teachers, Intermediate Program Teachers, Resource Teacher, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly grade group PLC sessions and monthly team meetings to analyze student work and assessment data. Teachers will utilize the PLC to plan instructional activities and review appropriate assessments in order to create differentiated instructional activities that meet the needs of all students.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Resource Teacher, Primary Program Teachers, RTI Lead, Principal

Strategy 3:

Kindergarten Readiness Brigrance - The Brigrance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners. Assessment data will be utilized to inform present and future instruction and behavioral needs.

Category: Early Learning

Research Cited: Brigrance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigrance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0	No Funding Required	Christy Hall

Goal 8: Increase the reading proficiency of the gap population to 64.7% by 2019.

Measurable Objective 1:

51% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 12/08/2017 as measured by performance results on the KPREP.

Strategy 1:

Response to Intervention - The RTI system will be fully implemented. The system will ensure that multiple points of data will be utilized to identify students who are not mastering content, skills, and concepts. Students will then be Tiered by needs (Tier I, Tier II, and Tier III) and interventions will be implemented to address those academic and behavioral needs. The RTI lead will monitor the success of all interventions by tracking weekly, grading period, and semester progress data and sharing data for use during grade level PLC meetings.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during montly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers
Activity - Lexia Core Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500	Other	RTI Lead Classroom Teachers Goals Clarity Coach

Strategy 2:

Professional Learning Communities - Professional Learning Communities will be established to foster collaborative learning among grade level colleagues. The work of the PLCs will be to analyze student work and formative assessment data to determine student mastery of KCAS and to develop specifice startaties and activities in order to constantly improve students' academic performance.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Resource Teacher and Principal

Activity - ECE PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers

Goal 9: Increase the math proficient and distinguished percentage of the gap population to 60.5% by the year 2019.

Measurable Objective 1:

45% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 12/08/2017 as measured by performance results on the KPREP assessment.

Strategy 1:

Math Curriculum/Instruction - Teachers will adhere to math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for mathematics. Implementation will be monitored through classroom walkthroughs; PLC work; lesson plan reviews; and regular reviews of CASCADE/Dashboard Data.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal
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Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Teachers, Goals Clarity Coach, Principal

Measurable Objective 2:

45% of Students with Disabilities students will demonstrate a proficiency in skills, concepts and content in Mathematics by 12/08/2017 as measured by performance results on the KPREP assessment.

Strategy 1:

Professional Learning Community - Teachers will meet on a weekly basis to review math content standards; generate common lesson targets; generate common assessments; and review student progress data. Implementation of the weekly PLC will be evidenced by PLC minutes and meeting artifacts such as student progress data.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	ECE Consulting Teacher, Principal, Goals Clarity Coach
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Goal 10: Increase the percentage of proficient and distinguished students with disabilities, focus on Alternate Portfolio students, in reading to 55.2% by 2017.

Measurable Objective 1:

49% of Students with Disabilities students will demonstrate a proficiency in reading concepts, skills and content in English Language Arts by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy 1:

Professional Learning Communities - Teachers will work on a weekly basis to review KCAS and Core Content Standards; JCPS curriculum/pacing/assessment guides; and student progress (RTI) data. This process will be monitored by principal and resource teacher. Meeting minutes and RTI data will serve as further evidence of implementation of PLCs.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will meet on a weekly basis to review ELA KCAS; JCPS curriculum/pacing guides; JCPS assessment calendar; and student progress (RTI) data. Teachers will share ideas and strategies to assist with the process of the Alternate Portfolio. Teachers will create lesson targets; lessons; assessments and review student progress data to inform classroom instruction and interventions. The process will be facilitated by the district ECE resource teacher assigned to the school in collaboration with the school's resource teachers. Meeting minutes and RTI data will serve as further evidence of implementation of the ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	ECE Consulting Teacher, Goals Clarity Coach, Principal, and ECE Teachers

Goal 11: By the end of the 2015-2016 Zachary Taylor Elementary will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 08/17/2015 as measured by surveys or other checks of understanding after professional development activities.

Strategy 1:

Teacher Professional Growth and Effectiveness System - Professional development activities will be implemented to ensure that all teachers receive information, training, and clarification of the new PGES. Objectives of PD activities and knowledge of teacher understanding will be measure by surveys and other methods to monitor progress towards understanding of PGES.

Category: Teacher PGES

Research Cited: Bill and Melinda Gates Foundation. (2012). Gathering Feedback for Teaching: Policy and Practice Brief. Seattle, WA: Bill & Melinda Gates Foundation.

Chetty, R., Friedman, J.N., Rockoff, J.E. (2011). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (Working Paper No. 17699).

Condon, C. and Clifford, M. (2010). Measuring Principal Performance: How Rigorous Are Commonly Used Principal Performance Assessment Instruments: A Quality School Leadership Issue Brief. Naperville, IL: Learning Point Associates.

Activity - Administrative Training (PGES)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administrators will complete the PGES Module training and calibration training prior to beginning growth process.	Professional Learning	08/17/2015	09/11/2015	\$0	No Funding Required	Principal and Assistant Principal

Goal 12: 2016-2017 Math Gap Novice Reduction Goal

Measurable Objective 1:

A 10% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior to score novice in Mathematics by 12/08/2017 as measured by KPREP Assessment.

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Strategy 1:

Deconstruction of KCAS Math Standards - Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Curriculum Alignment and Deconstruction of Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0	No Funding Required	Principal Goals Clarity Coach PD Committee

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers

Goal 13: 2016-2017 Gap Reading Novice Reduction Goal

Measurable Objective 1:

A 10% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior of scoring novice in Reading by 12/08/2017 as measured by KPREP Assessment.

Strategy 1:

ELA Standards Deconstruction and Alignment to School Curriculum Resources - Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.

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Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies

Activity - Reading Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0	No Funding Required	Principal Goals Clarity Coach Math Resource Teacher PD Committee

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0	No Funding Required	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionists.

Strategy 2:

Technical Assistance with Reading Instruction and Intervention - Selected teachers will participate in the Bellarmine Literacy Project. New knowledge and resources will be shared with grade level teachers during PLC work.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected K-2 teachers will participate in the Bellarmine Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0	No Funding Required	Principal Librarian - Literacy Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	All instructional staff will meet weekly in grade level PLC to work together to review standards; plan lessons; create common formative assessments; analyze student work and assessment results; and collectively work to improve classroom practices and student learning. The PLC process will be facilitated by the school's resource teacher and principal to ensure that student progress is monitored on weekly basis and interventions are created and monitored based upon the findings from analysis. Minutes, notes, artifacts, and agendas will serve as evidence of the work of the PLCs.	Academic Support Program	07/01/2015	05/24/2016	\$0	Resource Teacher Principal Classroom Teachers
ECE PLC	Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers
Primary Interventions	Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both computer-based and small group instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	08/17/2015	05/24/2016	\$0	Primary Program Teachers, Interventionist , RTI Lead
Second Steps Implementation	Staff will implement the activities and strategies learned as part of the training for the Second Steps Program and will receive support with the classroom implementation of the program.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	Shellie Bryan - PAC Teacher Dan Duane - ECE Teacher Christy Hall - Counselor
Learning Targets	Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	Teachers, Goals Clarity Coach, Principal

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KCAS Standards	Teachers will implement the Kentucky Core Academic Standards relevant to their grade level. This includes awareness of progressions, and extending knowledge for students that are ready for a challenge. Additionally, teachers will plan collaboratively to ensure that the interpretation of the standards is consistent among all team members.	Academic Support Program	08/17/2015	05/24/2016	\$0	Primary Program Teacher, Resource Teacher, Principal
Administrative Training (PGES)	School Administrators will complete the PGES Module training and calibration training prior to beginning growth process.	Professional Learning	08/17/2015	09/11/2015	\$0	Principal and Assistant Principal
Reading and Writing Integration	Teachers will participate in PLCs each month that focus on integrating reading and writing into content area instruction. Implementation of integrated activities will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work. PLC minutes; sample lessons and walkthrough documentation will serve as evidence of implementation.	Academic Support Program	08/17/2015	06/01/2016	\$0	Classroom Teachers, Principal and Goals Clarity Coach
Kindergarten Readiness Brigance Assessment	Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0	Christy Hall
Vertical Planning and Collaboration	Primary program teachers will collaborate with intermediate teachers to identify areas of concerns upon transition from the primary program to the intermediate program. Teachers will then identify instructional strategies to be utilized to fill in the identified gaps.	Academic Support Program	08/17/2015	05/24/2016	\$0	Primary Program Teachers, Intermediate Program Teachers, Resource Teacher, Principal
Learning Targets	Science Learning Targets will be posted in visible areas. The learning target should correspond to the lesson being taught and the assessment utilized should assess student mastery of the content, skills, or concepts. Implementation will be monitored by utilizing administrative classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Goals Clarity Coach and Principal
Learning Targets	Teachers will post daily learning targets for social studies instruction. Each lesson taught will be linked to a learning targets and a formative assessment will be linked to that target to assist in the monitoring of student master of the content, concept or skill. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teacher, Principal, Assistant Principal, Resource Teacher
Morning Meetings Implementation	Teachers will implement strategies and activities learned from summer professional development on the effective implementation of the Care for Kids philosophies with an emphasis on Morning Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	Project Care Lead - D. Duane, Assistant Principal and Principal

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Reading Interventions	Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionist s.
Parent Progress Reports	Teachers will utilize an on-going method of communication (Thursday Communication Folder) with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards.	Academic Support Program	08/17/2015	05/24/2016	\$0	Primary Program Teachers, Principal
Student Physical, Social, and Emotional Development	The Family Resource Center and School Counselor will continue to collaborate with community agencies such as: Colgate Dental, 7 Counties, Spencerian Dental and Vision Screenings, Watch DOGS, Elevate, Blessing in a backpack. The center will also continue to provide family support and clothing assistance.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	School Counselor - Christy Hall FRC Director - Kim Mahon
University of Louisville ABRI/PBIS	Zachary Taylor Elementary will create an ABRI/PBIS Committee that participates in the U of L ABRI/PBIS Project Cohort. Committee will gain new knowledge related to Positive Intervention and Behavior Supports and share with ZT teachers and SRT staff.	Behavioral Support Program	08/17/2015	06/01/2016	\$0	Shellie Bryan Christy Hall Jeff Smith ABRI/UL Committee
Envision Math Implementation	Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Goals Clarity Coach and Principal
Daily Math Interventions / Enrichments	Students will receive daily math interventions. During PLC sessions teachers will analyze student math progress data and identify areas for enrichment or interventions. Students will be grouped and regrouped on a weekly basis and receive interventions from grade level teachers or interventionists. ESS interventionists and Title I teachers will be utilized to support math interventions.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Principal and Goals Clarity Coach
Differentiated Instruction	Teachers will collaborate to ensure that differentiated instruction and work are presented to students based on assessment data. This includes, but is not limited to, homework assignments that are differentiated; intended to remediate for students needing additional support, and extend learning for those that have met the curricular standards.	Academic Support Program	08/17/2015	05/24/2016	\$0	Primary Program Teachers, Resource Teacher, RTI Lead, Principal

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Professional Learning Communities	Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal
Math Focused PLC	Teachers will work in grade level/content are PLCs to analyze student proficiency data; lesson targets; formative assessments; and student work. Students not mastering content, skills, and concepts will be identified for placement in interventions and ESS services. PLC minutes, agendas, and support materials will serve as evidence. Classroom walkthroughs, analysis of student progress data, and sample lesson plans/student work will serve as further evidence of effective implementation of the process.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Principal and Goals Clarity Coach
Writing Program Review Sub Committee	This subgroup will meet monthly to review the writing program review rubric and identify gap areas in the school's overall writing program. The group will make recommendations to teachers on the best way to integrate writing skills, concepts and content into all content areas and the necessary evidence needed to prove that the rubric indicators have been met.	Academic Support Program	08/24/2015	05/24/2016	\$0	Principal, Program Review Committee Lead, Resource Teacher, Writing Lead
Reading Standards Deconstruction	Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0	Principal Goals Clarity Coach Math Resource Teacher PD Committee
Bellarmino Literacy Project	Selected K-2 teachers will participate in the Bellarmino Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0	Principal Librarian - Literacy Coach
Learning Styles Surveys	Teachers will receive training and support with the effective implementation of learning styles surveys. Data gained from surveys will be utilized to inform classroom instruction and differentiated learning activities.	Academic Support Program	07/01/2015	07/01/2016	\$0	Martha Voll - Resource Teacher Dwayne Roberts - Principal

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Learning Styles and Differentiated Instruction	Teachers will receive professional development during faculty meetings, Gold Days and PLCs on the implementation of learning styles surveys and the creation of differentiated instructional activities to ensure all students are receiving instruction that is challenging and ensures mastery of content for all students. Follow-up and support will be provided by the principal and school resource teacher. PD agenda and minutes; PLC minutes; and training artifacts will serve as evidence.	Academic Support Program	07/01/2015	07/01/2016	\$0	Teachers, Principal, PD Chair,
Curriculum/Instruction/Assessment	All teachers will implement the ELA KCAS along with the district pacing guides and assessment calendar	Academic Support Program	08/17/2015	05/24/2016	\$0	Dwayne Roberts - Principal Goals Clarity Coach Classroom Teachers
Science Proficiency Assessments	All teachers will adhere to the districts pacing guide for instruction and the calendar for assessment. All assessments will be given to all students. Monitoring of district assessments will be facilitated by the school counselor, who ensures all staff receive and input all assessments and results. The school's RTI lead and principal are responsible for the collection and distribution of all assessment data. The school resource teacher, RTI lead and principal are responsible for the analysis; creation of interventions; and PLC work related to all student assessment data.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Counselor, Principal, and Goals Clarity Coach
Curriculum Alignment and Deconstruction of Standards	Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0	Principal Goals Clarity Coach PD Committee
ECE PLC	Special Education Teachers will meet on a weekly basis to review ELA KCAS; JCPS curriculum/pacing guides; JCPS assessment calendar; and student progress (RTI) data. Teachers will share ideas and strategies to assist with the process of the Alternate Portfolio. Teachers will create lesson targets; lessons; assessments and review student progress data to inform classroom instruction and interventions. The process will be facilitated by the district ECE resource teacher assigned to the school in collaboration with the school's resource teachers. Meeting minutes and RTI data will serve as further evidence of implementation of the ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0	ECE Consulting Teacher, Goals Clarity Coach, Principal, and ECE Teachers

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Extended School Services	Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during montly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers
Learning Targets	All teachers will post daily ELA learning targets in visible locations within the classroom. The learning target should match the lesson activities and a formative assessment will be utilized to assess student progress towards the mastery of that target.	Academic Support Program	08/17/2015	05/24/2016	\$0	Dwayne Roberts - Principal Jeff Smith - Assistant Principal Classroom Teachers
Proficiency Assessments	All teachers will adhere to the districts pacing guide for instruction and the calendar for assessment. All assessments will be given to all students. Monitoring of district assessments will be facilitated by the school counselor, who ensures all staff receive and input all assessments and results. The school's RTI lead and principal are responsible for the collection and distribution of all assessment data. The school resource teacher, RTI lead and principal are responsible for the analysis; creation of interventions; and PLC work related to all student assessment data.	Academic Support Program	08/17/2015	06/01/2016	\$0	RTI Lead, Counselor, Principal, Goals Clarity Coach, Classroom Teachers
ECE PLC	Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0	ECE Consulting Teacher, Principal, Goals Clarity Coach
PLC Writing Trainings	The writing framework implemented by 5th grade teachers will be adopted as the school's writing framework to ensure consistency and quality of writing across all grade levels. Teachers will participate in professional development sessions that facilitate a collaborative effort to deepen understanding of ELA KCAS reading and writing standards. These sessions will also be utilized to model to teachers how the writing framework is an effective instructional tool in preparing students to write at proficient/distinguished levels. Professional development sessions will begin during weekly grade level PLC meetings and framework implementation will be monitored by peer observations, PLC conversations, walkthroughs, and lesson plan/student work analysis. Teachers will receive ongoing support and follow-up through resource teacher conferences and lesson modeling by 5th grade writing lead.	Academic Support Program	08/17/2015	05/24/2016	\$0	Lisa Grimes - Writing Lead Martha Voll - Resource Teacher

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Cultural Competence	Teachers will receive professional development on culturally responsive teaching and learning. Strategies and activities will be utilized to differentiate classroom activities to address the varying needs of all students within the classroom.	Academic Support Program	07/01/2015	07/01/2016	\$0	Dwayne Roberts - Principal Goals Clarity Coach
Seclusion and Restraint Training	All staff will receive training utilizing modules in Seclusion and Restraint	Behavioral Support Program	08/17/2015	09/09/2016	\$0	Principal Assistant Principal
Zachary Taylor SRT/Discipline Plan	Teachers will be provide yearly training on ZTs discipline/SRT plan with quarterly follow-ups during faculty meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0	Jeffrey Smith - Assistant Principal
Professional Learning Community	Teachers will participate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0	Resource Teacher and Principal
Science Data Analysis	Teachers will utilize science proficiency results to make classroom instructional adjustments and to also inform the system of interventions. Proficiency results will be utilized to identify students that have not mastered content standards and those students will receive intervention or classroom support to ensure mastery of the standards. PLCs will be utilized to facilitate the process of student progress data analysis and creation/monitoring of interventions to address identified academic needs. PLC minutes: RTI data spreadsheets; and intervention progress data will serve as evidence of implementation of this strategy.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Goals Clarity Coach and Principal
PLC	Teachers will participate in weekly grade group PLC sessions and monthly team meetings to analyze student work and assessment data. Teachers will utilize the PLC to plan instructional activities and review appropriate assessments in order to create differentiated instructional activities that meet the needs of all students.	Academic Support Program	08/13/2014	06/01/2015	\$0	Resource Teacher, Primary Program Teachers, RTI Lead, Principal
Learning Targets	Math learning targets will be posted in visible areas of classrooms. The learning target should match the lesson being taught and a formative assessment should be utilized to assess student mastery of the learning target. Evidence will be generated through classroom walkthrough documentation; minutes from PLC sessions; and collection of lesson plans/assessment.	Academic Support Program	08/17/2015	05/24/2016	\$0	Classroom Teachers, Goals Clarity Coach and Principal
Envision Math Implementation	Teachers will implement with fidelity the Envision Math Curriculum with necessary supplemental lesson and activities. Effective implementation of the program will be monitored through classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0	Teachers, Principal and Goals Clarity Coach

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Math Interventions	Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia Core Reading Intervention	Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500	RTI Lead Classroom Teachers Goals Clarity Coach
School-wide Community Meetings	A school-wide community meeting will be held each month for the purpose of recognizing student achievements; modeling school-wide anchor behaviors; and rewarding school-wide model behaviors.	Behavioral Support Program	08/28/2015	05/20/2016	\$500	Jeffrey Smtih - Assistant Principal Dwayne Roberts - Principal Christy Hall - Counselor
School-wide Attendance Recognition	Students with grading period perfect attendance will be recognized during our regular School-wide Community Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$200	Jeffrey Smith Dwayne Roberts Christy Hall - Attendance Committee PTA - Representative Marilyn Pincus - Attendance Clerk

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Class Attendance Recognition	The classroom with the highest attendance percentage will be provided an incentive each week. Incentives and rewards will also be implemented for individual students through drawings and other recognition activities.	Behavioral Support Program	08/17/2015	05/24/2016	\$500	Christy Hall - Chair of Attendance Committee Assistant Principal - Jeff Smith PTA - Representative Marilyn Pincus - Attendance Clerk
Total					\$8700	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Action Center (PAC)	A room will be created and staffed so that students in need of de-escalation and behavioral supports can be temporarily removed from the learning setting, de-escalated and returned to the learning setting.	Behavioral Support Program	08/17/2015	05/24/2016	\$18000	Jeffrey Smith - Assistant Principal Shellie Bryan - PAC Teacher
Total					\$18000	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Journey's and Alignment to ELA KCAS	The Journey's Literacy Curriculum will be purchased and aligned to KCAS ELA Standards.	Academic Support Program	06/01/2015	08/15/2016	\$18000	Principal Goals Clarity Coach
Total					\$18000	

Title I Schoolwide

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

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Student Academic Support	The School Counselor and Family Resource Center will continue to implement activities that engage families into the work of the school and provide academic support to students with a need. Activities include: 5th Grade Transition Nights, Kids Etc. East End Tutoring, Math Strategies/Support Night, and Reading Strategies/Support Night.	Academic Support Program	08/17/2015	05/24/2016	\$3000	School Counselor - Christy Hall FRC Director - Kim Mahon Jeffrey Smith - Assistant Principal
Deconstruction of ELA Standards	Teachers will attend Professional Development to deconstruct ELA standards and align lesson activities to school resources. This work will be facilitated by JCPS Literacy Specialist and Goals Clarity Coach	Professional Learning	07/01/2015	08/01/2016	\$8000	Principal Goals Clarity Coach PD Committee
Math Standards Deconstruction Professional Development	Grade level teachers will participate in professional development sessions that allow them to collaborate with each other and district math specialist to deconstruct math standards and align lesson activities to school resources.	Professional Learning	06/01/2016	08/01/2016	\$8000	Principal Goals Clarity Coach PD Committee
Alignment and Purchase of Instructional Resources	Title I Funds will be utilized to purchase curriculum support materials identified during deconstruction of standards.	Academic Support Program	06/01/2015	05/20/2016	\$7000	Principal Goals Clarity Coach
Daily Reading Intervention/Enrichment	All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$130000	Principal Goals Clarity Coach Interventionists
Total					\$156000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Action Center (PAC)	A room will be created and staffed so that students in need of de-escalation and behavioral supports can be temporarily removed from the learning setting, de-escalated and returned to the learning setting.	Behavioral Support Program	08/17/2015	05/24/2016	\$9000	Jeffrey Smith - Assistant Principal Shellie Bryan - PAC Teacher
SRT / SCM Training	Staff members identified to participate in the SRT will receive district SCM Trainings and update sessions.	Behavioral Support Program	08/17/2015	05/24/2016	\$2000	Jeffrey Smith - Assistant Principal / Case Manager and Shellie Bryan (PAC/SCM)
Total					\$11000	

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State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Reading Intervention/Enrichment	All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$9000	Principal Goals Clarity Coach Interventionists
Total					\$9000	

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.	No	The school has created a process for Early Childhood Teachers to be a part of the Kindergarten PLC. Inclusion in the PLC has begun the conversation in relation to transition strategies.	

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.	Yes		

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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

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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.	Yes		

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.	Yes		

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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	http://applications.education.ky.gov/SRC/	

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		

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		

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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:

All students will have access to academic, social, and behavioral supports that remove barriers to becoming proficient in all content areas; increases parental involvement in the academic success; and ensure safety for all at Zachary Taylor.

Measurable Objective 1:

collaborate to ensure all students have support services that ensure academic and behavioral success by 05/24/2016 as measured by a quarterly review of Response To Intervention, Parent Involvement and School Response Team data.

Strategy1:

The work of the Family Resource Center - The Family Resource Center will work to identify community agencies that can provide academic and behavioral supports to eliminate barriers to learning. The center will also provide activities that actively engage community members and families into the work of the school.

Category: Stakeholder Engagement

Research Cited: "Principals in the Public: Engaging Community Support." A joint publication of the NAESP and NSPRA.

Activity - Student Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Counselor and Family Resource Center will continue to implement activities that engage families into the work of the school and provide academic support to students with a need. Activities include: 5th Grade Transition Nights, Kids Etc. East End Tutoring, Math Strategies/Support Night, and Reading Strategies/Support Night.	Academic Support Program	08/17/2015	05/24/2016	\$3000 - Title I Schoolwide	School Counselor - Christy Hall FRC Director - Kim Mahon Jeffrey Smith - Assistant Principal

Activity - Student Physical, Social, and Emotional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center and School Counselor will continue to collaborate with community agencies such as: Colgate Dental, 7 Counties, Spencerian Dental and Vision Screenings, Watch DOGS, Elevate, Blessing in a backpack. The center will also continue to provide family support and clothing assistance.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	School Counselor - Christy Hall FRC Director - Kim Mahon

Strategy2:

Project Care - Teachers will continue to receive professional development and support to ensure the consistent implementation of the Care for Kids Philosophies. This will assist in the development of positive character traits; facilitation of conversations around school-wide behavioral expectations; effective management of student behaviors and school/home needs; and the development of problem-solving skills.

Comprehensive School Improvement Plan

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Category: Professional Learning & Support

Research Cited: Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA / Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Activity - School-wide Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide community meeting will be held each month for the purpose of recognizing student achievements; modeling school-wide anchor behaviors; and rewarding school-wide model behaviors.	Behavioral Support Program	08/28/2015	05/20/2016	\$500 - Other	Jeffrey Smtih - Assistant Principal Dwayne Roberts - Principal Christy Hall - Counselor

Activity - Morning Meetings Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategiegs and activities learned from summer professional development on the effective implementation of the Care for Kids philosophies with an emphasis on Morning Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Project Care Lead - D. Duane, Assistant Principal and Principal

Strategy3:

Attendance Support - Attendance Committee will monitor student attendance as outlined in the school attendance plan. The committee will implement attendance incentive activites on a weekly; grading period; and yearly basis.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Class Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom with the highest attendance percentage will be provided an incentive each week. Incentives and rewards will also be implemented for individual students through drawings and other recognition activities.	Behavioral Support Program	08/17/2015	05/24/2016	\$500 - Other	Christy Hall - Chair of Attendance Committee Assistant Principal - Jeff Smith PTA - Representative Marilyn Pincus - Attendance Clerk

Activity - School-wide Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with grading period perfect attendance will be recognized during our regular School-wide Community Meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$200 - Other	Jeffrey Smith Dwayne Roberts Christy Hall - Attendance Committee PTA - Representative Marilyn Pincus - Attendance Clerk

Strategy4:

School Response Team - The school will continue to implement the School Response Team to address student aggressive and emotional behaviors.

Comprehensive School Improvement Plan

Zachary Taylor Elementary

Category: Management Systems

Research Cited: JCPS District overview of Student Response Teams. RTI & Classroom Behaviors by Jim Wright, 2011.

Activity - Zachary Taylor SRT/Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provide yearly training on ZTs discipline/SRT plan with quarterly follow-ups during faculty meetings.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Jeffrey Smith - Assistant Principal

Activity - University of Louisville ABRI/PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Zachary Taylor Elementary will create an ABRI/PBIS Committee that participates in the U of L ABRI/PBIS Project Cohort. Committee will gain new knowledge related to Positive Intervention and Behavior Supports and share with ZT teachers and SRT staff.	Behavioral Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	Shellie Bryan Christy Hall Jeff Smith ABRI/UL Committee

Activity - Seclusion and Restraint Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive training utilizing modules in Seclusion and Restraint	Behavioral Support Program	08/17/2015	09/09/2016	\$0 - No Funding Required	Principal Assistant Principal

Activity - SRT / SCM Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members identified to participate in the SRT will recieve district SCM Trainings and update sessions.	Behavioral Support Program	08/17/2015	05/24/2016	\$2000 - General Fund	Jeffrey Smith - Assistant Principal / Case Manager and Shellie Bryan (PAC/SCM)

Activity - Positive Action Center (PAC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A room will be created and staffed so that students in need of de-escalation and behavioral supports can be temporarily removed from the learning setting, de-escalated and returned to the learning setting.	Behavioral Support Program	08/17/2015	05/24/2016	\$18000 - District Funding \$9000 - General Fund	Jeffrey Smith - Assistant Principal Shellie Bryan - PAC Teacher

Activity - Second Steps Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the activities and strategies learned as part of the training for the Second Steps Program and will receive support with the classroom implementation of the program.	Behavioral Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Shellie Bryan - PAC Teacher Dan Duane - ECE Teacher Christy Hall - Counselor

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

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Goal 1:

Increase the reading proficiency of all students to 66.8% by 2017.

Measurable Objective 1:

49% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 05/24/2016 as measured by Performance results on the KPREP.

Strategy1:

Standards Deconstruction Technical Assistance - During summer professional development and ongoing PLC work, JCPS Literacy Specialists will be utilized to facilitate grade level deconstruction of ELA standards. Teachers will deconstruct standards and align activities, lessons and strategies to existing and/or needed school resources.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Purchase of Journey's and Alignment to ELA KCAS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Journey's Literacy Curriculum will be purchased and aligned to KCAS ELA Standards.	Academic Support Program	06/01/2015	08/15/2016	\$18000 - Text Books	Principal Goals Clarity Coach

Activity - Deconstruction of ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development to deconstruct ELA standards and align lesson activities to school resources. This work will be facilitated by JCPS Literacy Specialist and Goals Clarity Coach	Professional Learning	07/01/2015	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Activity - Alignment and Purchase of Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Funds will be utilized to purchase curriculum support materials identified during deconstruction of standards.	Academic Support Program	06/01/2015	05/20/2016	\$7000 - Title I Schoolwide	Principal Goals Clarity Coach

Strategy2:

Differentiated Instruction - Teachers will receive training and support with the implementation of differentiated instruction activities.

Category: Learning Systems

Research Cited: Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

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Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

Activity - Learning Styles Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support with the effective implementation of learning styles surveys. Data gained from surveys will be utilized to inform classroom instruction and differentiated learning activities.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Martha Voll - Resource Teacher Dwayne Roberts - Principal

Activity - Cultural Competence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on culturally responsive teaching and learning. Strategies and activities will be utilized to differentiate classroom activities to address the varying needs of all students within the classroom.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach

Strategy3:

Literacy Block - A literacy block will be created that will allow for daily instruction in ELA and the consistent implementation of ELA interventions.

Category: Learning Systems

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post daily ELA learning targets in visible locations within the classroom. The learning target should match the lesson activities and a formative assessment will be utilized to assess student progress towards the mastery of that target.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Jeff Smith - Assistant Principal Classroom Teachers

Activity - Curriculum/Instruction/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the ELA KCAS along with the district pacing guides and assessment calendar	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach Classroom Teachers

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Strategy4:

Professional Learning Communities - Professional Learning Communities will be implemented to ensure that grade level teachers are meeting on a weekly basis to analyze sample teacher lessons, student work and formative assessment data. This will allow grade level teachers to monitor student progress towards mastery of KCAS and develop supports and interventions that will ensure mastery of content standards for all.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will meet weekly in grade level PLC to work together to review standards; plan lessons; create common formative assessments; analyze student work and assessment results; and collectively work to improve classroom practices and student learning. The PLC process will be facilitated by the school's resource teacher and principal to ensure that student progress is monitored on weekly basis and interventions are created and monitored based upon the findings from analysis. Minutes, notes, artifacts, and agendas will serve as evidence of the work of the PLCs.	Academic Support Program	07/01/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher Principal Classroom Teachers

Strategy5:

Reading Interventions - Student data progress data (proficiency assessments, LexiaCore, MobyMax, EasyECM assessments, DRAs, etc.) will be analyzed weekly during PLCs. Students will receive daily interventions in reading based upon identified needs. Interventionists and teachers will group and regroup students and provide small group instructions utilizing a multitude of resources and strategies.

Category: Learning Systems

Research Cited: Allen, Irene and Susan Peery. Literacy Centers Grades 3-5: What Your Other Kids Do During Guided-Reading Groups. Creative Teaching Press, 2000.

Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction, Stenhouse, 2009.

Activity - Daily Reading Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$130000 - Title I Schoolwide \$9000 - State Funds	Principal Goals Clarity Coach Interventionists

Goal 2:

Increase the proficient and distinguished percentage in mathematics of all students to 60.1% by 2017.

Measurable Objective 1:

42% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English

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Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 05/24/2016 as measured by Performance results on the KPREP assessment.

Strategy1:

Technical Assistance with Deconstruction of Math Standards - Grade level teachers will work with JCPS Math Specialist to deconstruct KCAS math standards.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Math Standards Deconstruction Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will participate in professional development sessions that allow them to collaborate with each other and district math specialist to deconstruct math standards and align lesson activities to school resources.	Professional Learning	06/01/2016	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Strategy2:

Math Curriculum/Instruction - Teachers will adhere to Math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for math. Classroom walkthroughs will be utilized to monitor the effective implementation of the new common core standards for mathematics, along with lesson plan checks and conversations during PLC meetings.

Category: Continuous Improvement

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Math Focused PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level/content are PLCs to analyze student proficiency data; lesson targets; formative assessments; and student work. Students not mastering content, skills, and concepts will be identified for placement in interventions and ESS services. PLC minutes, agendas, and support materials will serve as evidence. Classroom walkthroughs, analysis of student progress data, and sample lesson plans/student work will serve as further evidence of effective implementation of the process.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Activity - Daily Math Interventions / Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily math interventions. During PLC sessions teachers will analyze student math progress data and identify areas for enrichment or interventions. Students will be grouped and regrouped on a weekly basis and receive interventions from grade level teachers or interventionists. ESS interventionists and Title I teachers will be utilized to support math interventions.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

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Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math Curriculum with necessary supplemental lesson and activities. Effective implementation of the program will be monitored through classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Principal and Goals Clarity Coach

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math learning targets will be posted in visible areas of classrooms. The learning target should match the lesson being taught and a formative assessment should be utilized to assess student mastery of the learning target. Evidence will be generated through classroom walkthrough documentation; minutes from PLC sessions; and collection of lesson plans/assessment.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Goal 3:

Increase the percentage of proficient and distinguished students in Social Studies to 72% by 2017.

Measurable Objective 1:

51% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills, and content in Social Studies by 05/24/2016 as measured by Performance results on the KPREP assessment.

Strategy1:

Curriculum Alignment - All teachers will provide social studies instruction on a daily basis that is aligned to the Kentucky Program of Studies and Social Studies Core Content. All teachers will utilize JCPS proficiency assessments, extended response questions, and available technology to ensure that all students master content standards. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.

Category: Learning Systems

Research Cited: Kentucky Program of Studies, Core Content 4.1

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets for social studies instruction. Each lesson taught will be linked to a learning targets and a formative assessment will be linked to that target to assist in the monitoring of student master of the content, concept or skill. Implementation will be monitored by classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teacher, Principal, Assistant Principal, Resource Teacher

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Activity - Learning Styles and Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development during faculty meetings, Gold Days and PLCs on the implementation of learning styles surveys and the creation of differentiated instructional activities to ensure all students are receiving instruction that is challenging and ensures mastery of content for all students. Follow-up and support will be provided by the principal and school resource teacher. PD agenda and minutes; PLC minutes; and training artifacts will serve as evidence.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Teachers, Principal, PD Chair,

Goal 4:

Increase the reading proficiency of the gap population to 61.4% by 2017.

Measurable Objective 1:

49% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 05/24/2016 as measured by performance results on the KPREP.

Strategy1:

Response to Intervention - The RTI system will be fully implemented. The system will ensure that multiple points of data will be utilized to identify students who are not mastering content, skills, and concepts. Students will then be Tiered by needs (Tier I, Tier II, and Tier III) and interventions will be implemented to address those academic and behavioral needs. The RTI lead will monitor the success of all interventions by tracking weekly, grading period, and semester progress data and sharing data for use during grade level PLC meetings.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Lexia Core Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500 - Other	RTI Lead Classroom Teachers Goals Clarity Coach

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Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during montly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers

Strategy2:

Professional Learning Communities - Professional Learning Communities will be established to foster collaborative learning among grade level colleagues. The work of the PLCs will be to analyze student work and formative assessment data to determine student mastery of KCAS and to develop specifice startaties and activities in order to constantly improve students' academic performance.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will particpate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher and Prinicipal

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers

Goal 5:

Increase the math proficient and distinguished percentage of the gap population to 56.1% by the year 2017.

Measurable Objective 1:

42% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

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Strategy1:

Math Curriculum/Instruction - Teachers will adhere to math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for mathematics. Implementation will be monitored through classroom walkthroughs; PLC work; lesson plan reviews; and regular reviews of CASCADE/Dashboard Data.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Goals Clarity Coach, Principal

Measurable Objective 2:

42% of Students with Disabilities students will demonstrate a proficiency in skills, concepts and content in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Community - Teachers will meet on a weekly basis to review math content standards; generate common lesson targets; generate common assessments; and review student progress data. Implementation of the weekly PLC will be evidenced by PLC minutes and meeting artifacts such as student progress data.

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Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Principal, Goals Clarity Coach

Goal 6:

Increase the percentage of proficient and distinguished students with disabilities, focus on Alternate Portfolio students, in reading to 55.2% by 2017.

Measurable Objective 1:

49% of Students with Disabilities students will demonstrate a proficiency in reading concepts, skills and content in English Language Arts by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Communities - Teachers will work on a weekly basis to review KCAS and Core Content Standards; JCPS curriculum/pacing/assessment guides; and student progress (RTI) data. This process will be monitored by principal and resource teacher. Meeting minutes and RTI data will serve as further evidence of implementation of PLCs.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will meet on a weekly basis to review ELA KCAS; JCPS curriculum/pacing guides; JCPS assessment calendar; and student progress (RTI) data. Teachers will share ideas and strategies to assist with the process of the Alternate Portfolio. Teachers will create lesson targets; lessons; assessments and review student progress data to inform classroom instruction and interventions. The process will be facilitated by the district ECE resource teacher assigned to the school in collaboration with the school's resource teachers. Meeting minutes and RTI data will serve as further evidence of implementation of the ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Goals Clarity Coach, Principal, and ECE Teachers

Goal 7:

2015-2016 Math Gap Novice Reduction Goal

Measurable Objective 1:

A 3% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior to score novice in Mathematics by 05/24/2016 as measured by KPREP Assessment.

Strategy1:

Deconstruction of KCAS Math Standards - Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Curriculum Alignment and Deconstruction of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach PD Committee

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Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers

Goal 8:

2015-2016 Gap Reading Novice Reduction Goal

Measurable Objective 1:

A 4% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior of scoring novice in Reading by 05/24/2016 as measured by KPREP Assessment.

Strategy1:

ELA Standards Deconstruction and Alignment to School Curriculum Resources - Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies

Activity - Reading Standards Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach Math Resource Teacher PD Committee

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionists.

Strategy2:

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Technical Assistance with Reading Instruction and Intervention - Selected teachers will participate in the Bellarmine Literacy Project. New knowledge and resources will be shared with grade level teachers during PLC work.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected K-2 teachers will participate in the Bellarmine Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal Librarian - Literacy Coach

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

Goal 1:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

collaborate to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 05/24/2016 as measured by holistic score derived from rubric analysis.

Strategy 1:

Kindergarten Readiness Brigance - The Brigance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners. Assessment data will be utilized to inform present and future instruction and behavioral needs.

Category: Early Learning

Research Cited: Brigance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0 - No Funding Required	Christy Hall

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

Goal 1:

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Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

collaborate to to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 05/24/2016 as measured by holistic score derived from rubric analysis.

Strategy1:

Kindergarten Readiness Brigance - The Brigance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners. Assessment data will be utilized to inform present and future instruction and behavioral needs.

Category: Early Learning

Research Cited: Brigance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0 - No Funding Required	Christy Hall

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

Goal 1:

Increase the reading proficiency of all students to 66.8% by 2017.

Measurable Objective 1:

49% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 05/24/2016 as measured by Performance results on the KPREP.

Strategy1:

Differentiated Instruction - Teachers will receive training and support with the implementation of differentiated instruction activities.

Category: Learning Systems

Research Cited: Tomlinson, C.S., & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. ASCD: Alexandria, VA

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

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Activity - Learning Styles Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support with the effective implementation of learning styles surveys. Data gained from surveys will be utilized to inform classroom instruction and differentiated learning activities.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Martha Voll - Resource Teacher Dwayne Roberts - Principal

Activity - Cultural Competence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on culturally responsive teaching and learning. Strategies and activities will be utilized to differentiate classroom activities to address the varying needs of all students within the classroom.	Academic Support Program	07/01/2015	07/01/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach

Strategy2:

Literacy Block - A literacy block will be created that will allow for daily instruction in ELA and the consistent implementation of ELA interventions.

Category: Learning Systems

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post daily ELA learning targets in visible locations within the classroom. The learning target should match the lesson activities and a formative assessment will be utilized to assess student progress towards the mastery of that target.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Jeff Smith - Assistant Principal Classroom Teachers

Activity - Curriculum/Instruction/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the ELA KCAS along with the district pacing guides and assessment calendar	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Dwayne Roberts - Principal Goals Clarity Coach Classroom Teachers

Strategy3:

Professional Learning Communities - Professional Learning Communities will be implemented to ensure that grade level teachers are

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meeting on a weekly basis to analyze sample teacher lessons, student work and formative assessment data. This will allow grade level teachers to monitor student progress towards mastery of KCAS and develop supports and interventions that will ensure mastery of content standards for all.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will meet weekly in grade level PLC to work together to review standards; plan lessons; create common formative assessments; analyze student work and assessment results; and collectively work to improve classroom practices and student learning. The PLC process will be facilitated by the school's resource teacher and principal to ensure that student progress is monitored on weekly basis and interventions are created and monitored based upon the findings from analysis. Minutes, notes, artifacts, and agendas will serve as evidence of the work of the PLCs.	Academic Support Program	07/01/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher Principal Classroom Teachers

Strategy4:

Reading Interventions - Student data progress data (proficiency assessments, LexiaCore, MobyMax, EasyECM assessments, DRAs, etc.) will be analyzed weekly during PLCs. Students will receive daily interventions in reading based upon identified needs. Interventionists and teachers will group and regroup students and provide small group instructions utilizing a multitude of resources and strategies.

Category: Learning Systems

Research Cited: Allen, Irene and Susan Peery. Literacy Centers Grades 3-5: What Your Other Kids Do During Guided-Reading Groups. Creative Teaching Press, 2000.

Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction, Stenhouse, 2009.

Activity - Daily Reading Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive daily interventions or enrichments in reading. 2 Interventionists will be staffed to provide literacy support on a daily basis during a common intervention/enrichment block. These interventionists will be supported by ESS (2 retired teachers) staff and 1 instructional assistant.	Academic Support Program	08/17/2015	05/24/2016	\$130000 - Title I Schoolwide \$9000 - State Funds	Principal Goals Clarity Coach Interventionists

Strategy5:

Standards Deconstruction Technical Assistance - During summer professional development and ongoing PLC work, JCPS Literacy Specialists will be utilized to facilitate grade level deconstruction of ELA standards. Teachers will deconstruct standards and align activities, lessons and strategies to existing and/or needed school resources.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

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Activity - Alignment and Purchase of Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Funds will be utilized to purchase curriculum support materials identified during deconstruction of standards.	Academic Support Program	06/01/2015	05/20/2016	\$7000 - Title I Schoolwide	Principal Goals Clarity Coach

Activity - Purchase of Journey's and Alignment to ELA KCAS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Journey's Literacy Curriculum will be purchased and aligned to KCAS ELA Standards.	Academic Support Program	06/01/2015	08/15/2016	\$18000 - Text Books	Principal Goals Clarity Coach

Activity - Deconstruction of ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development to deconstruct ELA standards and align lesson activities to school resources. This work will be facilitated by JCPS Literacy Specialist and Goals Clarity Coach	Professional Learning	07/01/2015	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Goal 2:

Increase the proficient and distinguished percentage in mathematics of all students to 60.1% by 2017.

Measurable Objective 1:

42% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 05/24/2016 as measured by Performance results on the KPREP assessment.

Strategy1:

Math Curriculum/Instruction - Teachers will adhere to Math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for math. Classroom walkthroughs will be utilized to monitor the effective implementation of the new common core standards for mathematics, along with lesson plan checks and conversations during PLC meetings.

Category: Continuous Improvement

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

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Activity - Math Focused PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level/content area PLCs to analyze student proficiency data; lesson targets; formative assessments; and student work. Students not mastering content, skills, and concepts will be identified for placement in interventions and ESS services. PLC minutes, agendas, and support materials will serve as evidence. Classroom walkthroughs, analysis of student progress data, and sample lesson plans/student work will serve as further evidence of effective implementation of the process.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math Curriculum with necessary supplemental lesson and activities. Effective implementation of the program will be monitored through classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Principal and Goals Clarity Coach

Activity - Daily Math Interventions / Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily math interventions. During PLC sessions teachers will analyze student math progress data and identify areas for enrichment or interventions. Students will be grouped and regrouped on a weekly basis and receive interventions from grade level teachers or interventionists. ESS interventionists and Title I teachers will be utilized to support math interventions.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal and Goals Clarity Coach

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math learning targets will be posted in visible areas of classrooms. The learning target should match the lesson being taught and a formative assessment should be utilized to assess student mastery of the learning target. Evidence will be generated through classroom walkthrough documentation; minutes from PLC sessions; and collection of lesson plans/assessment.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Strategy2:

Technical Assistance with Deconstruction of Math Standards - Grade level teachers will work with JCPS Math Specialist to deconstruct KCAS math standards.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

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Activity - Math Standards Deconstruction Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will participate in professional development sessions that allow them to collaborate with each other and district math specialist to deconstruct math standards and align lesson activities to school resources.	Professional Learning	06/01/2016	08/01/2016	\$8000 - Title I Schoolwide	Principal Goals Clarity Coach PD Committee

Goal 3:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

collaborate to to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 05/24/2016 as measured by holistic score derived from rubric analysis.

Strategy1:

Professional Development - Teachers and staff will engage in relevant professional development sessions designed to assist students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular goals. Teachers and staff will participate in professional development on both the district and school level, including PLC sessions.

Category: Professional Learning & Support

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Vertical Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary program teachers will collaborate with intermediate teachers to identify areas of concerns upon transition from the primary program to the intermediate program. Teachers will then identify instructional strategies to be utilized to fill in the identified gaps.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Intermediate Program Teachers, Resource Teacher, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC sessions and monthly team meetings to analyze student work and assessment data. Teachers will utilize the PLC to plan instructional activities and review appropriate assessments in order to create differentiated instructional activities that meet the needs of all students.	Academic Support Program	08/13/2014	06/01/2015	\$0 - No Funding Required	Resource Teacher, Primary Program Teachers, RTI Lead, Principal

Strategy2:

Kindergarten Readiness Brigrance - The Brigrance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners. Assessment data will be utilized to inform present and future instruction and behavioral needs.

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Category: Early Learning

Research Cited: Brigance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0 - No Funding Required	Christy Hall

Strategy3:

Curriculum and Instruction - Teachers will utilize the Kentucky Core Content Academic Standards and Program Review Rubric to plan instruction that is grade-level appropriate. Teachers will collaborate with one another to ensure that the Primary Program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be implemented, and data will be utilized to determine effectiveness of instructional techniques, and to make decisions related to instruction in primary classrooms.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to ensure that differentiated instruction and work are presented to students based on assessment data. This includes, but is not limited to, homework assignments that are differentiated; intended to remediate for students needing additional support, and extend learning for those that have met the curricular standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Resource Teacher, RTI Lead, Principal

Activity - Primary Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both computer-based and small group instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Interventionist, RTI Lead

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize an on-going method of communication (Thursday Communication Folder) with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Principal

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Activity - KCAS Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Kentucky Core Academic Standards relevant to their grade level. This includes awareness of progressions, and extending knowledge for students that are ready for a challenge. Additionally, teachers will plan collaboratively to ensure that the interpretation of the standards is consistent among all team members.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teacher, Resource Teacher, Principal

Goal 4:

Increase the reading proficiency of the gap population to 61.4% by 2017.

Measurable Objective 1:

49% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 05/24/2016 as measured by performance results on the KPREP.

Strategy1:

Professional Learning Communities - Professional Learning Communities will be established to foster collaborative learning among grade level colleagues. The work of the PLCs will be to analyze student work and formative assessment data to determine student mastery of KCAS and to develop specific startates and activities in order to constantly improve students' academic performance.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher and Prinicipal

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers

Strategy2:

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Response to Intervention - The RTI system will be fully implemented. The system will ensure that multiple points of data will be utilized to identify students who are not mastering content, skills, and concepts. Students will then be Tiered by needs (Tier I, Tier II, and Tier III) and interventions will be implemented to address those academic and behavioral needs. The RTI lead will monitor the success of all interventions by tracking weekly, grading period, and semester progress data and sharing data for use during grade level PLC meetings.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Lexia Core Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500 - Other	RTI Lead Classroom Teachers Goals Clarity Coach

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during monthly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers

Goal 5:

Increase the math proficient and distinguished percentage of the gap population to 56.1% by the year 2017.

Measurable Objective 1:

42% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Math Curriculum/Instruction - Teachers will adhere to math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for mathematics. Implementation will be monitored through classroom walkthroughs; PLC work; lesson plan reviews; and regular reviews of CASCADE/Dashboard Data.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Goals Clarity Coach, Principal

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal

Measurable Objective 2:

42% of Students with Disabilities students will demonstrate a proficiency in skills, concepts and content in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Community - Teachers will meet on a weekly basis to review math content standards; generate common lesson targets; generate common assessments; and review student progress data. Implementation of the weekly PLC will be evidenced by PLC minutes and meeting artifacts such as student progress data.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Principal, Goals Clarity Coach

Goal 6:

2015-2016 Math Gap Novice Reduction Goal

Measurable Objective 1:

A 3% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior to score novice in Mathematics by 05/24/2016 as measured by KPREP Assessment.

Strategy1:

Deconstruction of KCAS Math Standards - Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers

Activity - Curriculum Alignment and Deconstruction of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach PD Committee

Goal 7:

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2015-2016 Gap Reading Novice Reduction Goal

Measurable Objective 1:

A 4% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior of scoring novice in Reading by 05/24/2016 as measured by KPREP Assessment.

Strategy1:

ELA Standards Deconstruction and Alignment to School Curriculum Resources - Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionists.

Activity - Reading Standards Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach Math Resource Teacher PD Committee

Strategy2:

Technical Assistance with Reading Instruction and Intervention - Selected teachers will participate in the Bellarmine Literacy Project. New knowledge and resources will be shared with grade level teachers during PLC work.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

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Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected K-2 teachers will participate in the Bellarmine Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal Librarian - Literacy Coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the reading proficiency of the gap population to 61.4% by 2017.

Measurable Objective 1:

49% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 05/24/2016 as measured by performance results on the KPREP.

Strategy1:

Professional Learning Communities - Professional Learning Communities will be established to foster collaborative learning among grade level colleagues. The work of the PLCs will be to analyze student work and formative assessment data to determine student mastery of KCAS and to develop specific startaties and activities in order to constantly improve students' academic performance.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education (ECE) Teachers will meet on a weekly basis to review ELA KCAS; create lesson targets; create formative assessments; and analyze student progress (RTI) data. Implementation of ECE PLC will be facilitated and monitored by school resource teacher and district ECE resource teacher. Meeting minutes and RTI data will serve as evidence of implementation of the ECE PLC	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher Martha Voll - Goals Clarity Coach ECE Teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade level meetings to review learning targets and lessons; analyze student work and progress data; generate student needs for interventions; and monitor student intervention progress data. These weekly meetings will allow for the monitoring of individual student progress. Minutes, data samples, lesson samples, and work samples will all serve as evidence of the work of the PLCs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Resource Teacher and Prinicipal

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Strategy2:

Response to Intervention - The RTI system will be fully implemented. The system will ensure that multiple points of data will be utilized to identify students who are not mastering content, skills, and concepts. Students will then be Tiered by needs (Tier I, Tier II, and Tier III) and interventions will be implemented to address those academic and behavioral needs. The RTI lead will monitor the success of all interventions by tracking weekly, grading period, and semester progress data and sharing data for use during grade level PLC meetings.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support services will be provided to students struggling to master KCAS content standards in reading. Identified ECE and low novice students will be provided instructional and interventions supports by retired teachers during a daytime ESS program.. Student progress will be monitored by the classroom teacher in collaboration with intervention (ESS) teacher. Progress data will be reviewed on a weekly basis during PLC meetings and during montly RTI meetings.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	RTI Lead, ESS Coordinator, Classroom Teachers Retired Daytime ESS Teachers

Activity - Lexia Core Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier III students will receive interventions in reading 5 times per week using the LexiaCore Reading program. Progress and results will be monitored by the RTI Lead and by the teachers during weekly PLC meetings.	Academic Support Program	09/07/2015	05/24/2016	\$7500 - Other	RTI Lead Classroom Teachers Goals Clarity Coach

Goal 2:

Increase the math proficient and distinguished percentage of the gap population to 56.1% by the year 2017.

Measurable Objective 1:

42% of Students with Disabilities students will demonstrate a proficiency in skills, concepts and content in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Community - Teachers will meet on a weekly basis to review math content standards; generate common lesson targets; generate common assessments; and review student progress data. Implementation of the weekly PLC will be evidenced by PLC minutes and meeting artifacts such as student progress data.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

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Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers (ECE) will meet weekly to review math content standards; create lesson targets; formative assessments; and analyze student progress data. Meeting will be chaired by district ECE Resource Teacher and School Resource Teacher. Meeting minutes and ECE RTI data will serve as evidence of implementation of ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Principal, Goals Clarity Coach

Measurable Objective 2:

42% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the skills, content and concepts in Mathematics by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Math Curriculum/Instruction - Teachers will adhere to math KCAS; JCPS Curriculum/Pacing Guides; and JCPS Assessment Calendar for mathematics. Implementation will be monitored through classroom walkthroughs; PLC work; lesson plan reviews; and regular reviews of CASCADE/Dashboard Data.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Envision Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement with fidelity the Envision Math curriculum with necessary supplemental activities and strategies to ensure math KCAS assessment standards are met. Implementation will be monitored through regular classroom walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Goals Clarity Coach and Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level PLCs to analyze student proficiency data; lesson targets/lessons; formative assessments; and student work on a weekly basis. Students not mastering content, skills and concepts will be identified for placement in Tiered Interventions (RTI) and ESS services. PLC minutes; RTI student intervention data; and student progress data will serve as evidence for implementation of the process and monitoring of student academic progress.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, RTI Lead, Goals Clarity Coach, Principal

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post math learning targets in visible areas of the classroom. Learning targets should relate to the lesson that is being taught and an assessment should be utilized to monitor student progress towards mastery of the learning target. Implementation of this strategy will be monitored through regular walkthroughs; lesson plan reviews; and PLC work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Teachers, Goals Clarity Coach, Principal

Goal 3:

Increase the percentage of proficient and distinguished students with disabilities, focus on Alternate Portfolio students, in reading to 55.2% by 2017.

Measurable Objective 1:

49% of Students with Disabilities students will demonstrate a proficiency in reading concepts, skills and content in English Language Arts by 05/24/2016 as measured by performance results on the KPREP assessment.

Strategy1:

Professional Learning Communities - Teachers will work on a weekly basis to review KCAS and Core Content Standards; JCPS curriculum/pacing/assessment guides; and student progress (RTI) data. This process will be monitored by principal and resource teacher. Meeting minutes and RTI data will serve as further evidence of implementation of PLCs.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - ECE PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will meet on a weekly basis to review ELA KCAS; JCPS curriculum/pacing guides; JCPS assessment calendar; and student progress (RTI) data. Teachers will share ideas and strategies to assist with the process of the Alternate Portfolio. Teachers will create lesson targets; lessons; assessments and review student progress data to inform classroom instruction and interventions. The process will be facilitated by the district ECE resource teacher assigned to the school in collaboration with the school's resource teachers. Meeting minutes and RTI data will serve as further evidence of implementation of the ECE PLC.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	ECE Consulting Teacher, Goals Clarity Coach, Principal, and ECE Teachers

Goal 4:

2015-2016 Math Gap Novice Reduction Goal

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Measurable Objective 1:

A 3% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior to score novice in Mathematics by 05/24/2016 as measured by KPREP Assessment.

Strategy1:

Deconstruction of KCAS Math Standards - Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Math, Kentucky Program of Studies

Activity - Curriculum Alignment and Deconstruction of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to grade level teachers to deconstruct math KCAS standards and align those standards to school curriculum resources. During summer and opening days professional development sessions, teachers will work with the school's Goals Clarity Coach and district Math Resource teacher to deconstruct math standards and align created lessons and activities to school curriculum resources.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach PD Committee

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Data will be utilized to identify students performing below grade level in mathematics. Students will be grouped according to skills and content needs and interventions will be created to address those needs. During math instruction block and grade level intervention blocks students will receive tiered interventions 2-3 days per week.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal Goals Clarity Coach 2 Title I Teachers 2 ESS Teachers Classroom Teachers

Goal 5:

2015-2016 Gap Reading Novice Reduction Goal

Measurable Objective 1:

A 4% decrease of Black or African-American, Asian, Economically Disadvantaged, 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 behavior of scoring novice in Reading by 05/24/2016 as measured by KPREP Assessment.

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Strategy1:

ELA Standards Deconstruction and Alignment to School Curriculum Resources - Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.

Category: Learning Systems

Research Cited: Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener and Proficiency data will be utilized to identify student reading needs. Once needs have been identified students will be grouped according to needs and interventions will be created. Students will receive 2-3 reading interventions each week based upon identified needs.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal RTI Committee Goals Clarity Coach Classroom Teachers Interventionists.

Activity - Reading Standards Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided that allows teachers to work together in grade levels to deconstruct ELA KCAS Standards. As teachers deconstruct the standards, they will align the created lessons and activities to school curriculum resources. Professional development sessions will be provided during summer and open days sessions in collaboration with the school's Goals Clarity Coach and the district's Math Resource Teacher.	Professional Learning	06/09/2015	07/28/2016	\$0 - No Funding Required	Principal Goals Clarity Coach Math Resource Teacher PD Committee

Strategy2:

Technical Assistance with Reading Instruction and Intervention - Selected teachers will participate in the Bellarmine Literacy Project. New knowledge and resources will be shared with grade level teachers during PLC work.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Dufour, R. (May,2004). What is a professional learning community, Educational Leadership.

Kentucky Core Academic Standards for Literacy, Kentucky Program of Studies.

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected K-2 teachers will participate in the Bellarmine Literacy Project. New knowledge and strategies will be shared with grade level teachers during PLC sessions.	Professional Learning	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal Librarian - Literacy Coach

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:

Increase the percentage of students scoring proficient and distinguished in writing to 70.3% by 2017 and address the content, skills and concepts outlined in the Writing Program Review.

Measurable Objective 1:

51% of Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/15/2015 as measured by performance results on KPREP .

Strategy1:

Professional Development - Teachers will receive professional development experiences that will foster deeper understanding of how to effectively implement the ELA KCAS standards along with improving instructional practices. Professional development sessions will continue to be offered on a regular basis through avenues such as: summer professional developments sessions, Gold Days, and embedded pd opportunities. Information, strategies and resources will be shared and enhanced through opportunities to conduct peer observations, peer conversations, and reflections during grade level PLC work with improving student progress.

Category: Professional Learning & Support

Research Cited: Guskey, T. R. (2003). What makes professional development effective? Phi Delta Kappan, 84 (10), 748-750; National Staff Development Council. (n.d.). NSDC resolutions.

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Activity - PLC Writing Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing framework implemented by 5th grade teachers will be adopted as the school's writing framework to ensure consistency and quality of writing across all grade levels. Teachers will participate in professional development sessions that facilitate a collaborative effort to deepen understanding of ELA KCAS reading and writing standards. These sessions will also be utilized to model to teachers how the writing framework is an effective instructional tool in preparing students to write at proficient/distinguished levels. Professional development sessions will begin during weekly grade level PLC meetings and framework implementation will be monitored by peer observations, PLC conversations, walkthroughs, and lesson plan/student work analysis. Teachers will receive ongoing support and follow-up through resource teacher conferences and lesson modeling by 5th grade writing lead.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Lisa Grimes - Writing Lead Martha Voll - Resource Teacher

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing skills, concepts and content in English Language Arts by 05/24/2016 as measured by holistic scores on the Writing Program Review Rubric.

Strategy1:

Program Review Committee - The SBDM program review committee will create a subgroup (writing) to address the gaps in writing across all grade levels and content areas. This subgroup will focus on the indicators of the rubric and identify gaps that can should be addressed by the classroom teacher or interventionists. This process will be monitored by Goals Clarity Coach and the school's writing lead.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a âprofessional learning communityâ, Educational Leadership.

Activity - Writing Program Review Sub Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This subgroup will meet monthly to review the writing program review rubric and identify gap areas in the school's overall writing program. The group will make recommendations to teachers on the best way to integrate writing skills, concepts and content into all content areas and the necessary evidence needed to prove that the rubric indicators have been met.	Academic Support Program	08/24/2015	05/24/2016	\$0 - No Funding Required	Principal, Program Review Committee Lead, Resource Teacher, Writing Lead

Goal 2:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Arts and Humanities as demonstrated by the evidence submitted and the ratings of the Program Review Report.

Measurable Objective 1:

collaborate to ensure all students have access to the content, skills, and concepts outlined in the program reviews by 05/24/2016 as measured by quarterly reviews of Zachary Taylor's program review evidence by the Program Review Committee.

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Strategy1:

School-wide Focus - Arts and Humanities content, skills and concepts gaps will be addressed in school-wide activities that supports Arts and Humanities classroom instruction and regular classroom Arts and Humanities instruction. Activities will be monitored by documentation and observation of school-wide activities as evidenced by program agendas and artifacts.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Arts and Humanities Program Review rubrics, Arts and Humanities Core Content, Kentucky Program of Studies

Activity - School-wide Co-curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PTA, Classroom Teachers, and Arts & Humanities Teacher will implement school-wide assemblies, programs and fieldtrips that address the curriculum gap areas in the Arts and Humanities. Implementation of activities will be monitored by the Program Review Committee and meeting agendas and fieldtrip artifacts will serve as evidence of implementation.	Academic Support Program	08/13/2014	06/01/2015	\$3000 - Other	PTA, A&H Teacher, Classroom Teachers, Principal

Strategy2:

Program Review Monitoring and Support - The program review SBDM committee will meet monthly to review the various components of each program review. The review will include the identification of missing activities, strategies, and content that are not evident in the schools curricular and/or co-curricular programs. The review will also include the identification of new evidence pieces that will be utilized to update each program review. The committee will provide professional development recommendations and ideas and strategies that will assist with the effective implementation of the program review.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). What is a professional learning community, Educational Leadership.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mini Professional Development sessions will be offered monthly during Program Review committee meetings and faculty meetings on strategies, activities, resources, lessons, and assessments that assist with the integration of Arts and Humanities content, skills and concepts into regular classroom instruction. P.D. minutes and agendas; lesson plan review; and classroom walkthrough data will serve as evidence for the implementation and monitoring of this activity.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	A & H Teacher, Program Review Committee, PD Chair, Resource Teacher, Principal

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Activity - Integrated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review Arts and Humanities Program rubrics to identify content, skills and strategies that are not addressed during Arts and Humanities itinerate classes. Missing content, skills and strategies will be integrated into regular classroom instruction. This process will be monitored and facilitated by the Program Review Committee. Lesson Plan reviews; Program Review minutes; sample classroom activities and student work.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	A & H Teacher, A & H Committee, Classroom Teachers, Principal

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program review committee will meet each month to revise and update the school's program reviews. This committee is responsible for making recommendations to the SBDM and staff in regards to the implementation of the program reviews.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Jeremy Dixon - A & H Teacher Jeff Smith - Assistant Principal/Committee Lead Dwayne Roberts - Principal

Goal 3:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in Practical Living / Career Studies as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on indicators contained with the Practical Living/Career Studies Program Review Rubric in Practical Living by 05/24/2016 as measured by holistic score derived from rubric analysis.

Strategy1:

PL/VS Professional Development - Teachers and staff will engage in relevant professional development designed to meet the PL/CS curriculum standards. Professional development will be directly connected to the analysis of progress towards meeting the Practical Living/Career Studies rubric indicators.

Category: Professional Learning & Support

Research Cited: Guskey, T. R. (2003). What makes professional development effective? Phi Delta Kappan, 84(10), 748-750; National Staff Development councils. (n.d.). NSDC resolutions.

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Activity - PL/CS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to attend professional development sessions designed to help them better understand KCAS for each of the four areas within practical living/career studies: physical education, health education, consumerism and career education. These professional development sessions will be led by content specialist within the building and will focus on how classroom teachers can integrate PL/CS content into their classroom instruction. The specialists within the building will attend content specific professional development at the district, state, and national level.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Principal, Classroom Teachers, PE and Technology Teacher

Strategy2:

PL/VS Curriculum and Instruction - Teachers will analyze the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade-level appropriate. Teachers will collaborate with one another to ensure that the Practical Living / Career Studies is integrated into all academic areas. A variety of instructional strategies will be employed and data will be utilized to determine the effectiveness of instructional activities.

Category: Integrated Methods for Learning

Research Cited: Practical Living/Vocational Studies Program Review Rubrics, Kentucky Core Content, Program of Studies

Activity - Co-Curricular Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Program Review rubric for PL/VS, teachers will identify areas within the curriculum to embed practical living/career studies content and create classroom lessons to implement.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	PL/VS Teachers, Classroom teachers, Resource Teacher, Principal

Activity - Health / PE / Wellness / Recess	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a Health and Physical Education Class once per week. Students will also participate in recess activities on a daily basis that are meaningful as outlined by the school's wellness policy and procedures.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	PE Teacher, Classroom Teacher, Principal

Activity - Consumerism	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in consumerism projects such as Junior Achievement, Biztown and personal finance programs. Additional instruction about consumerism will be integrated into regular classroom math, literacy, social studies and science lessons.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Goal 4:

Zachary Taylor Elementary will demonstrate proficiency on Program Review in the Primary Program as demonstrated by the evidence submitted and the ratings of the Program Review Report

Measurable Objective 1:

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collaborate to demonstrate proficiency on indicators contained within the Primary Program Review Rubric by 05/24/2016 as measured by holistic score derived from rubric analysis.

Strategy1:

Kindergarten Readiness Brigrance - The Brigrance Assessment for Kindergarten Readiness will be given to 100% of our Kindergartners.

Assessment data will be utilized to inform present and future instruction and behavioral needs.

Category: Early Learning

Research Cited: Brigrance was identified by the Kentucky Department of Education as the assessment to be utilized to determine kindergarten readiness for all Kindergartners.

Activity - Kindergarten Readiness Brigrance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness Assessment and Instructional Focus	Other	08/17/2015	10/23/2015	\$0 - No Funding Required	Christy Hall

Strategy2:

Professional Development - Teachers and staff will engage in relevant professional development sessions designed to assist students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular goals. Teachers and staff will participate in professional development on both the district and school level, including PLC sessions.

Category: Professional Learning & Support

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC sessions and monthly team meetings to analyze student work and assessment data. Teachers will utilize the PLC to plan instructional activities and review appropriate assessments in order to create differentiated instructional activities that meet the needs of all students.	Academic Support Program	08/13/2014	06/01/2015	\$0 - No Funding Required	Resource Teacher, Primary Program Teachers, RTI Lead, Principal

Activity - Vertical Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary program teachers will collaborate with intermediate teachers to identify areas of concerns upon transition from the primary program to the intermediate program. Teachers will then identify instructional strategies to be utilized to fill in the identified gaps.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Intermediate Program Teachers, Resource Teacher, Principal

Strategy3:

Curriculum and Instruction - Teachers will utilize the Kentucky Core Content Academic Standards and Program Review Rubric to plan instruction that is grade-level appropriate. Teachers will collaborate with one another to ensure that the Primary Program provides a solid

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foundation of curricular knowledge. A variety of instructional strategies will be implemented, and data will be utilized to determine effectiveness of instructional techniques, and to make decisions related to instruction in primary classrooms.

Category: Continuous Improvement

Research Cited: Kentucky Program of Studies

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to ensure that differentiated instruction and work are presented to students based on assessment data. This includes, but is not limited to, homework assignments that are differentiated; intended to remediate for students needing additional support, and extend learning for those that have met the curricular standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Resource Teacher, RTI Lead, Principal

Activity - KCAS Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Kentucky Core Academic Standards relevant to their grade level. This includes awareness of progressions, and extending knowledge for students that are ready for a challenge. Additionally, teachers will plan collaboratively to ensure that the interpretation of the standards is consistent among all team members.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teacher, Resource Teacher, Principal

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize an on-going method of communication (Thursday Communication Folder) with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Principal

Activity - Primary Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both computer-based and small group instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	08/17/2015	05/24/2016	\$0 - No Funding Required	Primary Program Teachers, Interventionist, RTI Lead

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?

Zachary Taylor Elementary School has 488 students enrolled in Kindergarten through the 5th Grade. The school houses an additional 22 Early Childhood (Headstart) students. 75% of our students receive free or reduced lunch. Zachary Taylor Elementary is located in Eastern Jefferson County at the intersection of Hurstbourne Parkway and Westport Road. The school lies within a growing and developing business district and most of the school's population comes from the area along the Westport Road corridor. The socio-economic and education levels vary greatly along the corridor with students coming from middle-class neighborhoods that live in single family homes to students who live a wide variety and range of apartments. A significant portion of our population reside in the western part of Jefferson County. This portion of our student population reside in the Beecher Terrace housing development, Shawnee Terrace Neighborhood, Portland, and Victory Park. Our student cluster has provided a unique and challenging population of students with a wide range of academic, social, developmental and psychological needs. Over the past 4 years our population has become more diverse and the ranges of student needs have expanded. 19% of our population is Hispanic/Latino and 43% of our population is African-American. Our Asian population has grown to 4% and students from two or more ethnicities has grown to 8%. Our white student population is at 26%.

As Zachary Taylor's student population has become more diverse, the community has responded with varying levels of financial, volunteer, and academic support. 4 local churches have recognized our growing needs and have implemented many supportive program efforts such as a summer reading camp, classroom supplies support, volunteer supports, teacher recognition and staff supports, and facilities support. Many of the businesses along the Westport Road corridor have provided financial support to many of the school and athletic activities and the PTA. Zachary Taylor Elementary students have benefited greatly from multiple partnerships with our local businesses, churches, and families. The staff at Zachary Taylor stress academic achievement and the development of the whole child. Zachary Taylor is committed to providing all student with an engaging and challenging curriculum that meets the needs of each child and the expectations of the Kentucky Core Academic Standards (KCAS). Students receive daily Science (FOSS Module), Social Studies, Literacy and Math instruction. Zachary Taylor offers a variety of supports to ensure that students are successful in reaching proficiency in each content area. Title I Funds are utilized to staff 2 certified teachers to assist with small group interventions in math and reading on a daily basis. Extended School Services funds are utilized to staff 2 retired certified teachers to provide small group interventions in reading and math 2 days per week. Zachary Taylor has 2 certified English as a Second Language (ESL) teachers that provide daily literacy interventions to students in the ESL Program. Zachary Taylor Elementary also offers an Advanced Program curriculum for those students who qualify. All Zachary Taylor students participate in the Compassionate Schools Project, which is an alternate way to provide regular instruction with the practical living, health and physical education curriculum. Our curriculum has also been supported and expanded by the adoption of Care for Kids, which facilitates the building of classroom communities with an emphasis on character education, problem solving, and social skills development. The Care for Kids Philosophy is supported by daily instruction in Social Studies that focuses on the components of communities and regions and the importance of citizenship and understanding of United States History. Zachary Taylor Elementary has a full-time counselor, Family Resource Center director, assistant principal, and a Goals Clarity Coach to assist with the daily needs of our diverse student population. The school also has a fully function School Response Team (SRT) with a fully functioning Positive Action Center (PAC). The work of the SRT and PAC are aligned with the work being implemented through our partnership with the University of Louisville and the ABRI project. This project along with our work is focused on the implementation and tracking of positive behavior intervention strategies (PBIS). Our greatest challenge is related to our changing diversity and expansion of student needs.

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.

Mission Statement: Students attending Zachary Taylor Elementary School will develop their abilities and gain knowledge in all subject areas. Students will build upon past experiences to process information and develop skills, attitudes, and knowledge that will assist them in reaching proficiency.

Our mission has been re-emphasized over the past 4 years with a new focus being placed on the implementation of the School Response Team (focus on Positive Behavior Intervention Supports) and adherence to our Multi-Tier System of Supports. The 2015-16 expectations listed below are the focus of professional development; Professional Learning Community work; Response to Intervention Committee work; administrative walk-throughs; master schedule; and all staff: SRT/PBIS/School-wide

Behavior Expectations

1. Implementation of the CARE Philosophy (Daily Morning Meetings)
 - Second Steps Implementation (Tier I Behavior Intervention)
2. Creation of Personal Collage (Summer Assignment) with 2015-2016 expectations to conduct the creation of a personal collage with students as part of classroom community building.
3. Classroom Set-up
 - In class Cool- down / Time out Area
 - Community Created Classroom Expectations
 - Implementation of the 3 ZT Anchors
4. Token/School-wide Incentive System
5. Adherence to the ZT SRT System (Teacher Responsibilities)
6. Grade Level Expectations, Consequences, Incentives, Recognitions/Rewards

Instructional Expectations

1. Use of the 5 E's of instruction for planning and implementing daily instruction
2. Binder/Tub Review (more details to come)
3. Lesson Plan available for review
4. Clearly posted learning targets that are referred to throughout the lesson
5. Implementation of PBIS
6. Journey's alignment to KCAS and Envision alignment to KCAS
7. Adherence to the districts assessment system (Diagnostics and Proficiency Assessments)
8. Active Engagement of all students
9. Effective use of SMART Technologies to enhance classroom instruction and student learning
10. Implementation of the school's Tiered Intervention/Enrichment system with teacher monitoring of intervention/enrichment and progress data.

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.

Our notable achievements and areas of improvement are closely related. In the past 4 years Zachary Taylor has met its AMO three times. From the 2014 school year to the 2015 school year we experienced a 9% increase in reading proficiency; 6.3% increase in math proficiency; 21.2% increase in social studies proficiency; 21.3% increase in writing proficiency; and a 11.8% increase in language mechanics proficiency. We were successful in surpassing our AMO by improving from 55.7 to 65.9. This moved Zachary Taylor from the 63rd percentile ranking in Kentucky to the 22nd percentile. Zachary Taylor made the most progress on KPREP amongst all Jefferson County elementary schools. Our 2015-2016 AMO Goals was 58.6. Our actual AMO for the 2015-2016 school year was 69.2. Zachary Taylor surpassed its AMO by over 10 points and moved into the category of Proficient/Progressing. As we continue to make great progress, we continue to have over half of our students below proficiency in reading, math, social studies, and language mechanics. As we continue to make progress we have identified a few areas of improvement that have had an impact on student progress and we believe will continue to have an impact on student progress. To meet the changing and expanding needs of our students we have placed emphasis on student enrichments and interventions; student behavioral and academic supports; deconstruction of KCAS standards; community and parental support; and student/school wide expectations and incentives.

Parent/Community Engagement

In the past 4 years the school has continued to support and foster the work of the PTA. The PTA has a small number of dedicated members that have been able to garner the support of a larger number of parents and volunteers to assist with a variety of activities that support the needs of the school and students. Over the next 4 years, the school's administration will work with the PTA Board on increasing PTA membership and expanding parent engagement activities. The school's administration has also fostered a partnership with St. Thomas Episcopal Church, who has offered volunteer support with our school reading and intervention supports and also offered a summer reading camp for the past 4 years. Our plans are to continue to support the work of the St. Thomas volunteers and their efforts to expand the summer reading camp from 10 students 3 years ago to 30 students this summer. The Family Resource Center has formed a great partnership with the Westport Church of Christ. The church has provided volunteer support for activities such as the school's WATCH DOG program and volunteers for many school activities and events. Our plan for the next 3 years will be to continue to identify opportunities to engage the church volunteers in areas of their expertise and experience. Along with our areas churches, the school's administration and PTA continue to identify ways to engage the school's business and community agencies. This will include continued work with the University of Louisville with their field placements, student teachers, and the University of Louisville's Partnership with KDE and the ABRI (Positive Behavior Intervention Supports)

Initiative.

Interventions / Enrichments

Zachary Taylor's Instructional Leadership Team has and will continue to develop the school's master schedule in collaboration with the school's Response to Intervention Committee. This collaboration ensures that the master schedule is being created with student academic and intervention needs in mind. The school and classroom teacher's schedules are aligned with student intervention needs and human resources availability. Students receive daily Tier II and Tier III interventions based upon identified needs from universal screener data. Once student needs are identified, daily interventions and enrichments are created by interventionists to address those needs.

Student Behavioral and Academic Supports

To assist with the expanding needs of our diverse population Zachary Taylor has received and added additional staff to support our work.

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JCPS has provided a Goals Clarity Coach to assist with professional development and classroom instructional support for teachers. Title I funds have been utilized to hire 2 certified teachers to provide daily intervention support in literacy and math. Extended School Service funding has been utilized to staff 2 retired teachers to provide literacy and math intervention support 2 days per week. JCPS has provided a Student Success Coach to assist with Tiered behavioral interventions and the SBDM and JCPS combined funds to provide a Positive Action Center Lead to assist with the management and intervention of student behavior. The school also has a full-time school counselor that focuses and a part-time Family Resource Center Director.

Deconstruction of KCAS Standards

Our greatest need and our greatest area of improvement has been the deconstruction of the KCAS ELA and Math standards. We have spent the past 4 years deconstructing math and ELA standards, while aligning those deconstructed standards to school resources or needed resources. This continues to be a large area of need, as deconstructing standards takes an extreme amount of time, energy and resources.

Student/School Wide Expectations and Incentives

To address the changing needs of our population we have begun to implement with fidelity the CARE for Kids philosophy. Through the practices of morning meetings and community building, we have implemented school-wide anchor behaviors and expectations (Respect, Responsibility, Ready); a school-wide token system with incentives; school-wide community meetings with monthly recognitions. This has begun to create a positive school climate, which is one of the major foci for the school.

Additional Information

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

The majority of Zachary Taylor's students come from outside of the surrounding neighborhoods. Due to district expansion of clusters and past perceptions most neighborhood parents chose other surrounding schools within our cluster. Most of our motivation for change and improvement in instruction and student supports stem from the staff and parent's concern for student progress and neighborhood parent perception. This concern has allowed for major changes in student management; classroom instructional practices; and our multi-tier of student support services.