

# **2016-17 State Agency CSIP**

## **Jefferson County State Agency Children Programs**

**Jefferson County**

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# Overview

## Plan Name

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## Plan Description

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## 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	By 2019, 20% of students in State Agency Programs, across all grade levels, will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
2	By 2019, 20% of students in State Agency Programs, across all grade levels, will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	By 2019, students in State Agency Programs, across all grade levels, will be reduced in Novices by 15% in Reading and Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	By 2019, 20% of students in the gap group will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	By 2019, 20% of students in the gap group will be proficient in math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	The percentage of students who are college and career ready will increase by 10% by 2019.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
7	The percentage of students who graduate from State Agency Schools will increase by 3% by 2019.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
8	Per the TELL Survey data 64.4% of teachers feel they can focus on educating students with minimal interruptions. By 2019, this percentage will increase from 64.4% to 75%.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$0
9	By 2018, schools will use 100% of the Instructional Resources (textbook) to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: By 2019, 20% of students in State Agency Programs, across all grade levels, will be proficient in reading.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Kentucky Core Academic Standards in Reading by 12/15/2017 as measured by K-PREP.

### Strategy 1:

Curriculum and Instruction - Teachers will use the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will differentiate based on student needs. A variety of instructional strategies will be used and data will be analyzed to determine the effectiveness of instructional techniques, and to make decisions related to reading instruction.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001). Classroom Instruction that works: research-based strategies for increasing student achievement. ASCD: Alexandria, VA. Lemov, D. (2010). Teach like a champion: 49 strategies that put students on the path to college. Jossey-Bass: San Francisco, CA. Saphier, J., Haley-Speca, M.A., and Gower, R. (2008). The skillful teacher: building your teaching skills. Research for Better Teaching: Acton, MA.

Activity - District Curriculum Maps and Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs utilize the district curriculum maps and the district assessment system to create a curriculum that is grade-level appropriate and meets the needs of individual students in the classroom.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers
Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The walkthrough form gathers data on student engagement, grouping, critical thinking, instructional strategies, focused instruction, learning environment, classroom culture, and classroom management. The data gathered during the walkthroughs allows administrators to have conversations about what they are seeing in each of their schools as well as allowing teachers to use the walkthrough data to reflect on TPGES Domains 2 and 3.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Goal Clarity Coach, Administration, Teachers
Activity - School-Wide Writing Folder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Samples of the three types of writing (writing-to-learn, writing-to-demonstrate learning, and writing-to-publish) are collected from each content area teacher throughout the school year. This supports the reading, writing, thinking connection necessary to show proficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Administration
Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will be evaluated through the Teacher Professional Growth and Evaluation System (TPGES). Teachers will follow the guidelines and standards for the four domains and provide evidence for each. Principal and Associate Principals will evaluate teachers based on these domains and the guidelines for TPGES. Training will be provided. All efforts will be made to recruit and retain highly qualified staff.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal and Associate Principals
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### Strategy 2:

Assessment - Teachers will include a variety of formative and summative assessments in their curriculum. Data from the assessments will be analyzed to make instructional decisions and to determine student needs.

Category: Continuous Improvement

Research Cited: DuFour, R., DuFour, R., Eaker, R., and Many, T. (2010). Learning by doing: a handbook for professional learning communities at work. Solution Tree Press: Bloomington, IN. Chappius, J. (2009). Seven strategies of assessment for learning. Pearson: Boston, MA.

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer district proficiency assessments, as outlined in the district assessment landscape, and analyze the standards-based results via CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Goal Clarity Coach, Administration

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take the online STAR reading assessment every three months to gauge progress on reading skills and individualize instruction. We will focus on students who have been enrolled 30 days or more.	Technology	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Instructional Assistants/Instructors, Administration

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer various formative assessments (exit/entrance slips, journals, discussion, activities, diagnostic assessments, PLC common assessments, etc.) to analyze and monitor student progress with the standards/learning targets. Based on the results of the assessments, teachers will provide students with feedback about his/her learning.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will incorporate specific strategies and interventions (including administering the Brigance) to increase the percentage of students who are emotionally and academically ready for Kindergarten.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

### Strategy 3:

Professional Development - Offer English/Language Arts teachers professional development focused on best practices for instruction in reading, assessment, national

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standards, and differentiation.

Category: Professional Learning &amp; Support

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

Activity - District PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend district PD to learn about changes in curriculum and assessments and also new instructional strategies to support student learning.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Administrators
Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet monthly to analyze and monitor student progress with standards, to design common assessments, and to discuss effective strategies to increase student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Goal Clarity Coach, Administration
Activity - School-Based PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend school-based PD sessions to learn about academic, behavioral, and professional strategies to support both teacher and student learning. PD will focus on the big rocks-PLCs, Effective Strategies and Trauma Informed Care.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Instructional Assistants, Goal Clarity Coach, Administrators

## Goal 2: By 2019, 20% of students in State Agency Programs, across all grade levels, will be proficient in math.

**Measurable Objective 1:**

A 7% increase of All Students will demonstrate a proficiency of Kentucky Core Academic Standards in Mathematics by 12/15/2017 as measured by K-PREP.

**Strategy 1:**

Curriculum and Instruction - Teachers will use the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will differentiate based on student needs. A variety of instructional strategies will be used and data will be analyzed to determine effectiveness of instructional techniques, and to make decisions related to mathematics instruction.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001). Classroom instruction that works: research-based strategies for increasing student

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achievement. ASCD: Alexandria, VA. Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college. Jossey-Bass: San Francisco, CA. Saphier, J., Halley-Speca, M. A., and Gower, R. (2008). The skillful teacher: building your teaching skills. Research for Better Teaching: Acton, MA.

Activity - District Curriculum Maps and Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs utilize the district curriculum maps and the district assessment system to create a curriculum that is grade-level appropriate and meets the needs of individual students in the classroom.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The walkthrough form gathers data on student engagement, grouping, critical thinking, instructional strategies, focused instruction, learning environment, classroom culture, and classroom management. The data gathered during the walkthroughs allows administrators to have conversations about what they are seeing in each of their schools as well as allowing teachers to use the walkthrough data to reflect on TPGES Domains 2 and 3.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Administration , Goal Clarity Coach, Teachers

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be evaluated through the Teacher Professional Growth and Evaluation System (TPGES). Teachers will follow the guidelines and standards for the four domains and provide evidence for each. Principal and Associate Principals will evaluate teachers based on these domains and the guidelines for TPGES. Training will be provided. All efforts will be made to recruit and retain highly qualified staff.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal and Associate Principal

**Strategy 2:**

Assessment - Teachers will include a variety of formative and summative assessments in their curriculum. Data from the assessments will be analyzed to make instructional decisions and to determine student needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., and Pollack, J E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. ASCD: Alexandria, VA. DuFour, R., DuFour R., Eaker, R., and Many, T. (2010). Learning by doing: a handbook for professional learning communities at work. Solution Tree Press: Bloomington, IN. Chappius, J, (2009). Seven strategies of assessment for learning. Pearson: Boston, MA

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the online STAR math assessment every three months to gauge progress on math skills and individualize instruction. We will focus on students who have been enrolled 30 days or more.	Technology	08/10/2016	12/15/2017	\$0	Other	Teachers, Instructional Assistants/Instructors, Administrators

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer various formative assessments (exit/entrance slips, journals, discussion, activities, diagnostic assessments, PLC common assessments, etc.) to analyze and monitor student progress with the standards/learning targets. Based on the results of the assessments, teachers will provide students with feedback about his/her learning.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

  

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer district proficiency assessments, as outlined in the district assessment landscape, and analyze the standards-based results via CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Goal Clarity Coach, Administration

**Strategy 3:**

Professional Development - Offer mathematics teachers professional development focused on best practices for instruction in mathematics, assessment, national standards, and differentiation.

Category: Professional Learning & Support

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

Activity - District PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend district PD to learn about changes in math curriculum and assessments and also new instructional strategies to use with focus topics.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Administrators

  

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet monthly to analyze and monitor student progress with standards, to design common assessments, and to discuss effective strategies to increase student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Goal Clarity Coach, Administration

  

Activity - School-Based PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend school-based PD sessions to learn about academic, behavioral, and professional strategies to support both teacher and student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Instructional Assistants, Goal Clarity Coach, Administrators

## Goal 3: By 2019, students in State Agency Programs, across all grade levels, will be reduced in Novices by 15% in Reading and Math.

### Measurable Objective 1:

5% of All Students will increase student growth to reduce novice performance with Kentucky Core Academic Standards in Mathematics by 12/15/2017 as measured by K-PREP.

### Strategy 1:

Visible Learning - To reduce the number of students performing at the novice level and to improve overall student learning, we need to identify and utilize strategies that will make learning visible for both the teacher and the students. We will be piloting a book study on John Hattie's Visible Learning for Teachers: Maximizing the Impact on Learning with the State Agency Administrators.

According to Hattie, for any strategy/intervention to be successful, it must have a .4 effective size or greater. This is considered the hinge-point for identifying what is and is not effective, in terms of increasing student achievement. Throughout the 2016-17 school year, we will begin implementing strategies that have an effect size of .4 or greater. These strategies include, but are not limited to:

- Effective Feedback (Effect Size .79)
- Metacognitive Strategies (Effect Size .69)
- Direct/Explicit Instruction (Effect Size .59)
- Providing Formative Evaluation (Effect Size .90)

Category: Continuous Improvement

Research Cited: Hattie, J. (2012) Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: New York, NY.

Activity - Effective Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize effective strategies such as feedback, meta-cognition, formative evaluation, and the classroom instructional framework in order to model strategies, provide scaffolds for student learning, and opportunities for guided practice and varying levels of rigor to ensure student success. Direct/explicit instruction will be mixed with strategy training so we can: Teach students how to learn, empower students to become better learners, and support students development of the skills necessary to learn new information on their own.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Administration , Goal Clarity Coach, Teachers

## Goal 4: By 2019, 20% of students in the gap group will be proficient in reading.

**Measurable Objective 1:**

7% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency of reading in English Language Arts by 12/15/2017 as measured by EOC.

**Strategy 1:**

Intervention - To provide additional support to meet the learning needs of students who are struggling with reading, targeted assistance will be designed and implemented to improve student performance.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. ASCD: Alexandria, VA. DuFour, R., DuFour, R., Eaker, R., and Many, T. (2010). Learning by doing: a handbook for professional learning communities at work. Solution Tree Press: Bloomington, IN.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize technology programs, such as Study Island, Edgenuity Content Support, Newsela, etc., to provide individual instruction (remediation and/or enrichment).	Technology	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Site Technology Coordinator

  

Activity - Stations/Small Group Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of classroom assessment data, teachers will use stations/small group work to provide interventions or enrichment of standards to ensure that individual student competency and/or proficiency is achieved for each standard.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

**Goal 5: By 2019, 20% of students in the gap group will be proficient in math.****Measurable Objective 1:**

7% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency Math in Mathematics by 12/15/2017 as measured by K-PREP.

**Strategy 1:**

Intervention - To provide additional support to meet the learning needs of students who are struggling with mathematics, targeted assistance will be designed and implemented to improve student performance

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001). Classroom instruction that works: research-based strategies for increasing student

achievement. ASCD: Alexandria, VA. DuFour, R., DuFour, R., Eaker, R., and Many, T. (2010) Learning by doing: a handbook for professional learning communities at work. Solution Tree Press: Bloomington, IN.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize technology programs, such as Study Island, Edgenuity Content Support, Newsela, etc., to provide individual instruction (remediation and/or enrichment).	Technology	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Activity - Stations/Small Group Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of classroom assessment data, teachers will use stations/small group work to provide interventions or enrichment of standards to ensure that individual student competency and/or proficiency is achieved for each standard.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

## Goal 6: The percentage of students who are college and career ready will increase by 10% by 2019.

### Measurable Objective 1:

collaborate to achieve a 3.3% increase in the number of students who are college and career ready by 12/15/2017 as measured by ACT.

### Strategy 1:

Targeted Interventions - To provide additional support to meet the learning needs of students who are struggling to meet college and career readiness benchmarks.

Category: Continuous Improvement

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated instruction in core academic areas to meet the learning needs of all students, in an effort to bridge the gap and prepare students for post-secondary education and employment.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Activity - Reduced Class Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Agency Schools will provide students with a reduced class size, with no more than 15 students per class, to increase learning and narrow the achievement gap.	Class Size Reduction	08/10/2016	12/15/2017	\$0	No Funding Required	Administration

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Computer based intervention and enrichment academic program to increase student learning of core academic content through Study Island's differentiated, self-paced, and immediate feedback approach.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Site Technology Coordinator
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**Strategy 2:**

College and Career Exploration - Students will be provided opportunities to learn about post-secondary education and employment.

Category: Career Readiness Pathways

Activity - Curriculum Links to Post-Secondary Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school curriculum provides specific links to continuing education, life and career options.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Individual Learning Plans annually in which they will explore college and career options.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Administration

Activity - Extra-Curricular Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to post-secondary education and employment through guest speakers and college visits (implementation of speakers and visits are site-based decisions based on individual facility requirements).	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Associate Principals, Head Teachers

## Goal 7: The percentage of students who graduate from State Agency Schools will increase by 3% by 2019.

**Measurable Objective 1:**

demonstrate a behavior to increase the graduation rate by 1% by 06/30/2017 as measured by the Adjusted Cohort Graduation Rate.

**Strategy 1:**

Connection to Post-Secondary - Students will understand the importance of strong academic skills as a pre-requisite for post-secondary education and employment.

Category: Persistence to Graduation

Activity - High-Quality Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement high-quality instruction congruent to state standards, through which students will learn the necessary skills and concepts for readiness in post-secondary education and employment.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers
Activity - Application Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided guidance on the application process for colleges and careers. Instructional staff will assist students on completion of college and career applications when needed.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

**Strategy 2:**

Development of Life Skills - Students will increase awareness of potential challenges and develop strategies to successfully manage related conflicts related to the post-secondary world in preparation for graduation.

Category: Persistence to Graduation

Activity - Organizational Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide students with instruction in time management and organizational skills to improve academic and social success.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers
Activity - Cooperative Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn skills related to the importance of cooperating effectively with peers to accomplish tasks.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers
Activity - Social Interaction Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed in the importance of appropriate social interactions within various social settings (i.e., classroom, work place, job interviews, etc.).	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

**Goal 8: Per the TELL Survey data 64.4% of teachers feel they can focus on educating students with minimal interruptions. By 2019, this percentage will increase from 64.4% to 75%.**

**Measurable Objective 1:**

collaborate to improve teacher agreement that they can focus on educating students with minimal interruptions from 64.4% to 75% by 12/15/2017 as measured by a satisfaction survey reflecting components from the Teaching, Empowering, Leading, and Learning (TELL) Kentucky Survey.

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### Strategy 1:

Positive Behavioral Interventions and Supports (PBIS) - Each site will become a PBIS school and implement strategies and supports learned from PBIS in an effort to improve school-wide systems. Such strategies will improve also improve individual classroom strategies, increase students' time in class, overall student engagement and minimize interruptions.

Category: Continuous Improvement

Research Cited: Hattie, J. (2012) Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: New York, NY.

Activity - Behavioral Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will provide opportunities for professional development and additional behavioral support when needed through the use of various resources.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Associate Principals and Counselors
Activity - Establishing Relationships with Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to establish a relationship with each student, recognizing students as individuals. All students will be known by at least one adult, contributing to the overall strength and positivity of the school climate.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Associate Principals, Counselors, Teachers, Instructional Assistants
Activity - Communication with Parents and Agency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All school staff will work to maintain open and positive communications with parents and agency/treatment partner staff. When appropriate, parental involvement will include collaboration with design, implementation, evaluation and communication of assessment results of schoolwide activities.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Associate Principals, Counselor, Teachers, Instructional Assistants, Support Staff

### Strategy 2:

Trauma Informed Care - All staff will receive Trauma Informed Care training in an effort to improve interactions and relationships with students. Using a trauma informed approach and such strategies will allow for improved classroom management, increased student engagement and fewer classroom interruptions.

Category: Continuous Improvement

Research Cited: University of Kentucky's Center on Trauma and Children; Ukeru Systems

Activity - Behavioral Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will provide opportunities for professional development and additional behavioral support when needed through the use of various resources.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Associate Principals and Counselors
<b>Activity - Establishing Relationships with Students</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will work to establish a relationship with each student, recognizing students as individuals. All students will be known by at least one adult, contributing to the overall strength and positivity of the school climate.	Other	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Associate Principals, Counselors, Teachers, Instructional Assistants
<b>Activity - Communication with Parents and Agency</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All school staff will work to maintain open and positive communications with parents and agency/treatment partner staff. When appropriate, parental involvement will include collaboration with design, implementation, evaluation and communication of assessment results of schoolwide activities.	Community Engagement	08/10/2016	11/10/2017	\$0	No Funding Required	Principals, Associate Principals, Counselor, Teachers, Instructional Assistants, Support Staff

**Strategy 3:**

Sharing data with stakeholders (Treatment Partners) - Each site will collaborate regularly with their treatment partners in sharing both academic and behavioral data so we can work together to increase student engagement and minimize classroom disruptions.

Category: Stakeholder Engagement

<b>Activity - Open House/Showcase</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each site will host an event and invite stakeholders to view the school, see student work, and share data.	Community Engagement	08/10/2016	12/15/2017	\$0	No Funding Required	Associate Principals
<b>Activity - Monthly newsletter</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The State Agency Office will create a monthly newsletter to share data, effective strategies and general information with all staff and treatment partners.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Goal Clarity Coach
<b>Activity - Virtual Data Wall</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Administrators will keep an electronic representation of assessment data on each student to share with staff and treatment partner for review and analysis.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Administrators at each site
Activity - Monthly administrative meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All site administrators will be monthly with their treatment partner to look at data and to discuss strengths and areas of need for the school settings and student success.	Parent Involvement, Community Engagement, Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal and Associate Principals

## Goal 9: By 2018, schools will use 100% of the Instructional Resources (textbook) to support student access to high quality resources.

**Measurable Objective 1:**

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/15/2017 as measured by 100% of the funds allocated for Instructional Materials (Textbooks) are being used to improve student access to high quality standards aligned resources.

**Strategy 1:**

Identification of Instructional Materials - A committee will identify instructional materials (tools) used to teach the standards and meet learning needs of students.

Category: Management Systems

Activity - Review Research and Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will review research and reviews of instructional materials to determine their connection to standards and whether the instructional material would meet the learning needs of the students.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Associate Principals; Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Assessment	Students will take the online STAR math assessment every three months to gauge progress on math skills and individualize instruction. We will focus on students who have been enrolled 30 days or more.	Technology	08/10/2016	12/15/2017	\$0	Teachers, Instructional Assistants/Instructors, Administrators
<b>Total</b>					<b>\$0</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments	Teachers will administer various formative assessments (exit/entrance slips, journals, discussion, activities, diagnostic assessments, PLC common assessments, etc.) to analyze and monitor student progress with the standards/learning targets. Based on the results of the assessments, teachers will provide students with feedback about his/her learning.	Other	08/10/2016	12/15/2017	\$0	Teachers
Reduced Class Size	State Agency Schools will provide students with a reduced class size, with no more than 15 students per class, to increase learning and narrow the achievement gap.	Class Size Reduction	08/10/2016	12/15/2017	\$0	Administration
Organizational Skills	Teachers provide students with instruction in time management and organizational skills to improve academic and social success.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Teachers
Establishing Relationships with Students	Staff will work to establish a relationship with each student, recognizing students as individuals. All students will be known by at least one adult, contributing to the overall strength and positivity of the school climate.	Other	08/10/2016	12/15/2017	\$0	Principal, Associate Principals, Counselors, Teachers, Instructional Assistants
Behavioral Support	Administrators will provide opportunities for professional development and additional behavioral support when needed through the use of various resources.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Associate Principals and Counselors

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Cooperative Skills	Students will learn skills related to the importance of cooperating effectively with peers to accomplish tasks.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	Teachers
District PD	Teachers will attend district PD to learn about changes in math curriculum and assessments and also new instructional strategies to use with focus topics.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Administrators
Embedded PLC Meetings	PLCs will meet monthly to analyze and monitor student progress with standards, to design common assessments, and to discuss effective strategies to increase student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	Teachers, Goal Clarity Coach, Administration
Review Research and Reviews	Committee will review research and reviews of instructional materials to determine their connection to standards and whether the instructional material would meet the learning needs of the students.	Professional Learning	08/10/2016	12/15/2017	\$0	Associate Principals; Teachers
District Curriculum Maps and Assessment System	PLCs utilize the district curriculum maps and the district assessment system to create a curriculum that is grade-level appropriate and meets the needs of individual students in the classroom.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers
Walkthroughs	The walkthrough form gathers data on student engagement, grouping, critical thinking, instructional strategies, focused instruction, learning environment, classroom culture, and classroom management. The data gathered during the walkthroughs allows administrators to have conversations about what they are seeing in each of their schools as well as allowing teachers to use the walkthrough data to reflect on TPGES Domains 2 and 3.	Academic Support Program	08/10/2016	12/15/2017	\$0	Goal Clarity Coach, Administration, Teachers
District PD	Teachers will attend district PD to learn about changes in curriculum and assessments and also new instructional strategies to support student learning.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Administrators
District Proficiency Assessments	Teachers will administer district proficiency assessments, as outlined in the district assessment landscape, and analyze the standards-based results via CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Goal Clarity Coach, Administration
Communication with Parents and Agency	All school staff will work to maintain open and positive communications with parents and agency/treatment partner staff. When appropriate, parental involvement will include collaboration with design, implementation, evaluation and communication of assessment results of schoolwide activities.	Other	08/10/2016	12/15/2017	\$0	Principal, Associate Principals, Counselor, Teachers, Instructional Assistants, Support Staff
School-Based PD	Staff will attend school-based PD sessions to learn about academic, behavioral, and professional strategies to support both teacher and student learning. PD will focus on the big rocks-PLCs, Effective Strategies and Trauma Informed Care.	Professional Learning	08/10/2016	12/15/2017	\$0	Teachers, Instructional Assistants, Goal Clarity Coach, Administrators

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Stations/Small Group Work	Based on the results of classroom assessment data, teachers will use stations/small group work to provide interventions or enrichment of standards to ensure that individual student competency and/or proficiency is achieved for each standard.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers
Kindergarten Readiness	Schools will incorporate specific strategies and interventions (including administering the Brigance) to increase the percentage of students who are emotionally and academically ready for Kindergarten.	Other	08/10/2016	12/15/2017	\$0	Teachers
District Curriculum Maps and Assessment System	PLCs utilize the district curriculum maps and the district assessment system to create a curriculum that is grade-level appropriate and meets the needs of individual students in the classroom.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers
Walkthroughs	The walkthrough form gathers data on student engagement, grouping, critical thinking, instructional strategies, focused instruction, learning environment, classroom culture, and classroom management. The data gathered during the walkthroughs allows administrators to have conversations about what they are seeing in each of their schools as well as allowing teachers to use the walkthrough data to reflect on TPGES Domains 2 and 3.	Academic Support Program	08/10/2016	12/15/2017	\$0	Administration, Goal Clarity Coach, Teachers
Behavioral Support	Administrators will provide opportunities for professional development and additional behavioral support when needed through the use of various resources.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Associate Principals and Counselors
Establishing Relationships with Students	Staff will work to establish a relationship with each student, recognizing students as individuals. All students will be known by at least one adult, contributing to the overall strength and positivity of the school climate.	Other	08/10/2016	12/15/2017	\$0	Principal, Associate Principals, Counselors, Teachers, Instructional Assistants
Stations/Small Group Work	Based on the results of classroom assessment data, teachers will use stations/small group work to provide interventions or enrichment of standards to ensure that individual student competency and/or proficiency is achieved for each standard.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers
Monthly administrative meetings	All site administrators will be monthly with their treatment partner to look at data and to discuss strengths and areas of need for the school settings and student success.	Parent Involvement, Community Engagement, Professional Learning	08/10/2016	12/15/2017	\$0	Principal and Associate Principals
Differentiated Instruction	Teachers will implement differentiated instruction in core academic areas to meet the learning needs of all students, in an effort to bridge the gap and prepare students for post-secondary education and employment.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers

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Virtual Data Wall	Administrators will keep an electronic representation of assessment data on each student to share with staff and treatment partner for review and analysis.	Professional Learning	08/10/2016	12/15/2017	\$0	Administrators at each site
High-Quality Instruction	Teachers will implement high-quality instruction congruent to state standards, through which students will learn the necessary skills and concepts for readiness in post-secondary education and employment.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers
Monthly newsletter	The State Agency Office will create a monthly newsletter to share data, effective strategies and general information with all staff and treatment partners.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Goal Clarity Coach
STAR Assessment	Students take the online STAR reading assessment every three months to gauge progress on reading skills and individualize instruction. We will focus on students who have been enrolled 30 days or more.	Technology	08/10/2016	12/15/2017	\$0	Teachers, Instructional Assistants/Instructors, Administration
TPGES	All teachers will be evaluated through the Teacher Professional Growth and Evaluation System (TPGES). Teachers will follow the guidelines and standards for the four domains and provide evidence for each. Principal and Associate Principals will evaluate teachers based on these domains and the guidelines for TPGES. Training will be provided. All efforts will be made to recruit and retain highly qualified staff.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal and Associate Principal
Application Assistance	Students will be provided guidance on the application process for colleges and careers. Instructional staff will assist students on completion of college and career applications when needed.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Teachers
Study Island	Computer based intervention and enrichment academic program to increase student learning of core academic content through Study Island's differentiated, self-paced, and immediate feedback approach.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Site Technology Coordinator
District Proficiency Assessments	Teachers will administer district proficiency assessments, as outlined in the district assessment landscape, and analyze the standards-based results via CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Goal Clarity Coach, Administration
Technology	Teachers will utilize technology programs, such as Study Island, Edgenuity Content Support, Newsela, etc., to provide individual instruction (remediation and/or enrichment).	Technology	08/10/2016	12/15/2017	\$0	Teachers, Site Technology Coordinator
Individual Learning Plan	Students will complete Individual Learning Plans annually in which they will explore college and career options.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Administration

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TPGES	All teachers will be evaluated through the Teacher Professional Growth and Evaluation System (TPGES). Teachers will follow the guidelines and standards for the four domains and provide evidence for each. Principal and Associate Principals will evaluate teachers based on these domains and the guidelines for TPGES. Training will be provided. All efforts will be made to recruit and retain highly qualified staff.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal and Associate Principals
Social Interaction Skills	Students will be instructed in the importance of appropriate social interactions within various social settings (i.e., classroom, work place, job interviews, etc.).	Behavioral Support Program	08/10/2016	12/15/2017	\$0	Teachers
Formative Assessments	Teachers will administer various formative assessments (exit/entrance slips, journals, discussion, activities, diagnostic assessments, PLC common assessments, etc.) to analyze and monitor student progress with the standards/learning targets. Based on the results of the assessments, teachers will provide students with feedback about his/her learning.	Other	08/10/2016	12/15/2017	\$0	Teachers
Curriculum Links to Post-Secondary Options	The school curriculum provides specific links to continuing education, life and career options.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Teachers
School-Wide Writing Folder	Samples of the three types of writing (writing-to-learn, writing-to-demonstrate learning, and writing-to-publish) are collected from each content area teacher throughout the school year. This supports the reading, writing, thinking connection necessary to show proficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Administration
Technology	Teachers will utilize technology programs, such as Study Island, Edgenuity Content Support, Newsela, etc., to provide individual instruction (remediation and/or enrichment).	Technology	08/10/2016	12/15/2017	\$0	Teachers
Open House/Showcase	Each site will host an event and invite stakeholders to view the school, see student work, and share data.	Community Engagement	08/10/2016	12/15/2017	\$0	Associate Principals
Effective Strategies	Teachers will utilize effective strategies such as feedback, meta-cognition, formative evaluation, and the classroom instructional framework in order to model strategies, provide scaffolds for student learning, and opportunities for guided practice and varying levels of rigor to ensure student success. Direct/explicit instruction will be mixed with strategy training so we can: Teach students how to learn, empower students to become better learners, and support students development of the skills necessary to learn new information on their own.	Academic Support Program	08/10/2016	12/15/2017	\$0	Administration, Goal Clarity Coach, Teachers

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Communication with Parents and Agency	All school staff will work to maintain open and positive communications with parents and agency/treatment partner staff. When appropriate, parental involvement will include collaboration with design, implementation, evaluation and communication of assessment results of schoolwide activities.	Community Engagement	08/10/2016	11/10/2017	\$0	Principals, Associate Principals, Counselor, Teachers, Instructional Assistants, Support Staff
Extra-Curricular Opportunities	Students will be exposed to post-secondary education and employment through guest speakers and college visits (implementation of speakers and visits are site-based decisions based on individual facility requirements).	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Associate Principals, Head Teachers
School-Based PD	Staff will attend school-based PD sessions to learn about academic, behavioral, and professional strategies to support both teacher and student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	Teachers, Instructional Assistants, Goal Clarity Coach, Administrators
Embedded PLC Meetings	PLCs will meet monthly to analyze and monitor student progress with standards, to design common assessments, and to discuss effective strategies to increase student learning.	Professional Learning	08/10/2016	12/15/2017	\$0	Teachers, Goal Clarity Coach, Administration
<b>Total</b>					<b>\$0</b>	