

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): 80% of All students will demonstrate proficiency by reading at text level J or higher in First Grade and a text level M or higher in Second Grade in Reading by 6/30/2020 as measured by the <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 80% of All First Grade students will demonstrate proficiency by reading at a text level J or higher as measured by Fountas & Pinnell Benchmark Assessment by 6/30/2020.	Strategy 1: Progress Monitoring of Reading – All First Grade students will be assessed at a minimum of once every two weeks to monitor progress and current reading abilities.	Activity – Running Records: In First Grade both teachers and instructional assistants assigned to leading Literacy Block must take a running record of leveled text on each child to monitor progress and growth. This will allow for continual differentiation in instruction based on student needs.	<ul style="list-style-type: none"> Teacher / Instructional Assistant Running Record over Leveled Text 	9/16/2019 - 6/30/2020 <ul style="list-style-type: none"> A running record will be taken on each child within Literacy Block weekly. 	No Funding
		Activity – Reading Screeners In First Grade both teachers and instructional assistants progress monitor sight word skills, phonics, fluency, and phonological awareness skills. This allows for continual differentiation in instruction based on student needs.	<ul style="list-style-type: none"> Teacher / Instructional Assistant PAST Assessment CORE Phonics Assessment Fry Sight Word Check 	8/19/2019 – 6/30/2020 <ul style="list-style-type: none"> Screeners will be progress monitored at a minimum of biweekly. 	No Funding
		Activity – Literacy Block Every student in First Grade will be Benchmark Assessed as measured by Fountas and Pinnell Benchmark Reading Assessment. The assessment will yield the current reading and comprehension levels of students in the Fall, Winter, and Spring testing periods. Students are grouped for Literacy Block and RTI services based on this data.	<ul style="list-style-type: none"> Teacher / Instructional Assistant Fountas and Pinnell Benchmark Assessment 	8/19/2019 – 6/30/2020 <ul style="list-style-type: none"> Fountas and Pinnell Benchmark Assessment will be given at a minimum of 3 times a year during the Fall, Winter, and Spring testing periods. 	Title I <ul style="list-style-type: none"> Materials Manipulatives Leveled Text
	Strategy 2: Students will participate in a variety of services offered at the school	Activity – Reading Recovery / Reading Interventions: Two full time Reading Interventionist work daily	<ul style="list-style-type: none"> Reading Recovery Teacher / 	8/19/2019-6/30/2020 <ul style="list-style-type: none"> One on one interventions 	Title I / Grant <ul style="list-style-type: none"> Materials RR Teachers

Goal 1 (State your proficiency goal.): 80% of All students will demonstrate proficiency by reading at text level J or higher in First Grade and a text level M or higher in Second Grade in Reading by 6/30/2020 as measured by the <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	to support reading progress and needs.	with the lowest First Graders. All Reading Recovery students will receive one on one services daily and will be progress monitored daily. Information used through progress monitoring is used to plan lesson to meet student needs the very next day. First Graders who do not qualify for one on one interventions, but fall in the bottom 15 percentile also receive small group interventions daily based on the Comprehensive Intervention Model (CIM).	<ul style="list-style-type: none"> Reading Interventionist Reading Recovery Modeled Instruction Comprehensive Modeled Instruction (CIM) 	<ul style="list-style-type: none"> Running Records daily 	<ul style="list-style-type: none"> Leveled Text Manipulatives
Objective 2: 80% of All Second Grade students will demonstrate proficiency by reading at a text level M or higher as measured by Fountas & Pinnell Benchmark Assessment by 6/30/2020.	Strategy 1: Progress Monitoring of Reading – Second Grade students will be assessed at a minimum of once every two weeks to monitor progress and current reading abilities.	Activity – 2nd grade Literacy Block Students who are reading below 2 nd Grade Benchmark level will have a Running Record taken at a minimum of every two weeks.	<ul style="list-style-type: none"> Teacher / Instructional Assistant Leveled Text 	9/2/2019 – 6/30/2020 <ul style="list-style-type: none"> Running records at a minimum of every two weeks. 	Title I <ul style="list-style-type: none"> Materials
		Activity – Reading Screeners Students who are reading below 2 nd grade benchmark will be progress monitored on a variety of reading screeners to assess their phonological awareness, phonics, fluency, and sight word skills.	<ul style="list-style-type: none"> Teacher / Instructional Assistant PAST Assessment CORE Phonics Screener Fry Sight Word Check 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Screeners will be progress monitored on below benchmark students biweekly. 	No Funding
		Activity – Fountas and Pinnell Benchmark Assessments Every student in Second Grade will be Benchmark Assessed as measured by Fountas and Pinnell Benchmark Reading Assessment.	<ul style="list-style-type: none"> Teacher / Instructional Assistant Fountas and Pinnell 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Fountas and Pinnell Benchmark Assessment will be given at a minimum of 3 times a year during the Fall, Winter, and Spring testing periods. 	No Funding

Goal 1 (State your proficiency goal.): 80% of All students will demonstrate proficiency by reading at text level J or higher in First Grade and a text level M or higher in Second Grade in Reading by 6/30/2020 as measured by the *Fountas and Pinnell Guided Reading Benchmark Assessment*.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The assessment will yield the current reading and comprehension levels of students in the Fall, Winter, and Spring testing periods. Students are grouped for Literacy Block and RTI services based on this data.	<i>Benchmark Assessment</i>		
	Strategy 2: Students performing below 2 nd Grade Benchmark level will participate in a variety of services offered at the school to support reading progress and needs.	Activity – CIM Intervention Groups Students who are reading below benchmark in 2 nd grade receive research based interventions based on the CIM – Comprehensive Intervention Model.	<ul style="list-style-type: none"> • Reading Interventionist • <i>CIM – Comprehensive Intervention Model</i> • Leveled Text 	8/14/2029 – 6/30/2020 <ul style="list-style-type: none"> • Running records weekly • Reading screeners biweekly 	Title I and Grant <ul style="list-style-type: none"> • CIM Trained Teacher • Materials
		Activity – ESS Students who are reading below benchmark are offered Extended School Services to receive research based Reading strategies on their instructional level.	<ul style="list-style-type: none"> • Teacher / Instructional Assistance • Leveled Text • <i>Florida Center Reading Research</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Running records biweekly 	Title I <ul style="list-style-type: none"> • Teachers • Support Staff • Materials

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): 80% of ALL students will show mastery on phonics skills as measured by <i>Reading Horizons</i> Chapter Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: First Graders will show 80% mastery in the area of Phonics as measured by Reading Horizons Phonics Chapter Assessments.	Strategy 1: Explicit and Systematic instruction will be implemented in all First Grade classrooms using Reading Horizons Curriculum with fidelity.	Activity – Explicit instruction Explicit instruction including Daily Core 4 Phonics Instruction implemented through Reading Horizons curriculum.	<ul style="list-style-type: none"> • Certified Teacher • <i>Reading Horizons Curriculum</i> • <i>RH Skills and Chapter Assessments</i> • <i>Observation Walkthrough Checklist</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Chapter Assessments • Formative progress monitoring 	No Funding
		Activity – Reading Horizons Resources Reading Horizons games and resources will be implemented into instruction and literacy centers.	<ul style="list-style-type: none"> • Certified Teacher • <i>Reading Horizons Game Supplement and RH Accelerate Resources</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Formative Assessments throughout centers and dictation. • Formative Assessments through review games. 	No Funding
		Activity – PLC Teachers will participate in PLC meetings for ongoing Reading Horizons trainings.	<ul style="list-style-type: none"> • Certified Teachers • <i>RH Accelerate Training Modules</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Observation walkthroughs • Peer observations between teachers. 	No Funding
	Strategy 2: Reading Horizons Discovery computer program will be implemented into Literacy Centers and Computer class time.	Activity – Reading Discovery Software Students will complete a 20 minute session twice a week on Reading Horizons at school. Students also have access to the program at home.	<ul style="list-style-type: none"> • Teachers and Instructional Assistants • <i>Reading Discovery Software Program</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Weekly Class Report review • Skills Assessments by lesson 	No Funding
Objective 2: Second Graders will show 80% mastery in the	Strategy 1: Explicit and Systematic instruction will be	Activity – Explicit instruction	<ul style="list-style-type: none"> • Certified Teacher 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Chapter Assessments 	No Funding

Goal 2 (State your separate academic indicator goal.): 80% of ALL students will show mastery on phonics skills as measured by <i>Reading Horizons</i> Chapter Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
area of Phonics as measured by Reading Horizons Phonics Chapter Assessments	implemented in all Second Grade classrooms using Reading Horizons Curriculum with fidelity.	Daily Core 4 Phonics Instruction implemented through Reading Horizons curriculum.	<ul style="list-style-type: none"> • <i>Reading Horizons Curriculum</i> • <i>RH Skills and Chapter Assessments</i> 	<ul style="list-style-type: none"> • Formative progress monitoring 	
		Activity – Reading Horizons Reading Horizons games and resources will be implemented into instruction and literacy centers.	<ul style="list-style-type: none"> • Certified Teacher • <i>Reading Horizons Game Supplement and RH Accelerate Resources</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Formative Assessments throughout centers and dictation. • Formative Assessments through review games. 	No Funding
		Activity – Professional Learning Communities Teachers will participate in PLC meetings for ongoing Reading Horizons trainings.	<ul style="list-style-type: none"> • Certified Teachers • <i>RH Accelerate Training Modules</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Observation walkthroughs • Peer observations between teachers. 	No Funding
	Strategy 2: Reading Horizons Discovery computer program will be implemented into Literacy Centers and Computer class time.	Activity – Reading Discovery Students will complete a 20 minute session twice a week on Reading Horizons at school. Students also have access to the program at home.	<ul style="list-style-type: none"> • Teachers and Instructional Assistants • <i>Reading Discovery Software Program</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Weekly Class Report review • Skills Assessments by lesson 	No Funding

3: Achievement Gap

Goal 3 (State your achievement gap goal.): 80% of our English Language Learners will show growth as measured by the NWEA RIT Norm Scale.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: 80% of students who are English Language Learners will show growth on NWEA MAP Benchmark Assessment.	Strategy 1: ESL students working below benchmark will participate in push-in or pull out resource services provided by Certified Teacher and ESL student mentor to meet their instructional needs.	Activity – ESL services: A certified teacher or ESL support staff will service students who have been identified as an English as Second Language learner. ESL students in First and Second grades will be serviced in a pull-out or push-in setting. Instruction will be based on benchmark data. Weekly assessments will be modified or adapted as necessary to meet their needs.	<ul style="list-style-type: none"> Teachers / ESL support staff <i>ESL Pioneer Valley Leveled Reading Kit</i> <i>Weekly Comprehension Assessments</i> <i>Benchmark Assessments</i> <i>Access Assessment</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Weekly Assessments Running Records Formative Assessments 	Title I <ul style="list-style-type: none"> Materials 	
	Strategy 2: Core Reading Instruction – All classroom teachers will implement Core Reading instruction and fully address the five components of reading (phonological awareness, phonics, vocabulary, and fluency instruction)	Activity – Professional Learning Communities: Teachers will collaborate weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Activity – Common Planning: Teachers will collaborate with other colleagues and ESL teacher during common planning times and release days to plan implement the core-reading program.	<ul style="list-style-type: none"> Certified Teachers Current Assessment Data Instructional Materials ESL resources 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Benchmark and Weekly Assessments Formative Assessments 	No Funding
		Activity – Kentucky Reading Project: Teachers will participate in the Kentucky Reading Project to engage in researched based professional development encompassing Core Reading strategies and activities to				

Goal 3 (State your achievement gap goal.): 80% of our English Language Learners will show growth as measured by the NWEA RIT Norm Scale.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		incorporate within Core Reading Instruction. This professional development also engages teachers in ESL strategies that can be used within their classrooms.	<ul style="list-style-type: none"> Formative and Summative Assessments Benchmark Assessments 		
	Strategy 3: Differentiated Reading Instruction – ESL students will participate in a leveled guided reading group based on their instructional reading level.	Activity – Differentiated Instruction ESL students will participate in Differentiated Guided Reading Groups and Literacy Block Reading Groups daily based on <i>Jan Richardson’s Next Steps Forward in Guided Reading and Pioneer Valley ESL Kit</i> . The instruction for the groups will be differentiated based on their needs academically related to their reading and comprehension levels. A running record will be taken at a minimum of every two weeks to monitor the reading progress of ESL students.	<ul style="list-style-type: none"> Teacher / Instructional Assistants <i>Observation Walkthroughs</i> <i>Next Steps Forward in Guided Reading Lesson Plans</i> <i>Running Records</i> 	8/14/2019 - 6/30/2020 <ul style="list-style-type: none"> Running Records Reading screeners 	No Funding
	Strategy 4: ESL students will be provided a variety of services offered by the school.	Activity – ESS 2 nd Grade ESL students will be offered the opportunity to attend Extended School Services if the student is performing below benchmark in Reading.	<ul style="list-style-type: none"> Teacher / Instructional Assistants Leveled Text 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Formative Assessments 	Title I

Goal 3 (State your achievement gap goal.): 80% of our English Language Learners will show growth as measured by the NWEA RIT Norm Scale.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Strategy 5: Parental Involvement – School staff will increase efforts to involve parent/ guardians as educational advocates for each student.	Activity – Regular Communication School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	<ul style="list-style-type: none"> Teachers / Administrators Newsletters, Dojo, Parent Phone Calls, Parent / Teacher Conferences 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Newsletters Parent / Teacher logs Dojo Messages Parent Sign-in logs 	Title I
		Activity – Family Reading Nights Family Reading Nights will be held each Wednesday between Fall and Spring Break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab will be open for all students and parents to complete a session on Reading Horizons.	<ul style="list-style-type: none"> Teachers / Administrators Newsletters, Dojo, Parent Phone Calls, Parent / Teacher Conferences 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Newsletters Parent / Teacher logs Dojo Messages Parent Sign-in logs 	Title I

4: Growth

Goal 4 (State your growth goal.): 80% of all students in First and Second Grade will achieve their Math Student Growth Goal as measured and set by NWEA MAP Benchmark Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 80% of First Graders will achieve their Student Growth Goal as measured and set by NWEA MAP Math Benchmark Assessment.	Strategy 1: Core Math Instruction Engage NY Math Curriculum will be implemented with fidelity in all First Grade Classrooms. Students will utilize materials and manipulatives suggested in the curriculum to master the critical skills in First Grade.	Activity – New York Engage Math Curriculum All Students will participate in Core Math Instruction implemented using NY Engage Math Curriculum daily. Students will use materials and manipulatives to support instruction and strategies being taught. Instruction will include Fluency, Application Problem, Concept Development, and Student Debrief. Teachers will also implement Kentucky Center for Mathematics strategies within instruction they are receiving in ongoing trainings provided by KCM.	<ul style="list-style-type: none"> • Certified Teacher • Engage Mid-Module and Module • MAP Skills Checklist • Weekly Quick Checks • Exit Slips 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Weekly Quick Checks • MAP Skills Checklist • Module Assessments • Math Fluency Checks 	Title I <ul style="list-style-type: none"> • Materials • Manipulatives • KCM Trainings
	Strategy 2: Math Interventions All First Grade Students will be given Cumulative Math Screener to assess Math Fluency in Number ID, Forward Number Sequence, Backward Number Sequence, Structuring, Addition / Subtraction.	Activity – Math Interventions Students who are scoring at the 20 percentile and below will participate in daily Math Intervention Groups or one on one instruction provided by a Math Interventionist who is trained throughout the year by Kentucky Center for Mathematics.	<ul style="list-style-type: none"> • Teacher • Math Interventionist • Math Support Staff • Cumulative Math Screener • Weekly Progress monitoring 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Cumulative Math Screener Progress Monitoring Data • Daily Lesson Formative Assessment 	Title I / Grant <ul style="list-style-type: none"> • Math Interventionist Trainings • Materials / Manipulatives

Goal 4 (State your growth goal.): 80% of all students in First and Second Grade will achieve their Math Student Growth Goal as measured and set by NWEA MAP Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Strategy 3: Dreambox Math Software Dreambox will be implemented into Math Centers and Computer Class time each week. Students should complete a minimum of two 20 minute session based on their</p>	<p>Activity – Dreambox Students will participate in a minimum of two 20 minute sessions on Dreambox Learning Math program to support their Students Growth Goal as measured and set by NWEA MAP Benchmark Assessment.</p>	<ul style="list-style-type: none"> • Teacher / Computer Lab support staff • Dreambox Weekly progress report • Skill certificate completed 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Weekly Progress Report • Student Progress Report 	<p>Title I</p>
<p>Objective 2: 80% of Second Graders will achieve their Student Growth Goal as measured and set by NWEA MAP Math Benchmark Assessment.</p>	<p>Strategy 1: Core Math Instruction Engage NY Math Curriculum will be implemented with fidelity in all Second Grade Classrooms. Students will utilize materials and manipulatives suggested in the curriculum to master the critical skills in Second Grade.</p>	<p>Activity – New York Engage Math Curriculum All Students will participate in Core Math Instruction implemented using NY Engage Math Curriculum daily. Students will use materials and manipulatives to support instruction and strategies being taught. Instruction will include Fluency, Application Problem, Concept Development, and Student Debrief. Teachers will also implement Kentucky Center for Mathematics strategies within instruction they are receiving in ongoing trainings provided by KCM.</p>	<ul style="list-style-type: none"> • Certified Teacher • Engage Mid-Module and Module • MAP Skills Checklist • Weekly Quick Checks • Exit Slips 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Weekly Quick Checks • MAP Skills Checklist • Module Assessments • Math Fluency Checks 	<p>Title I</p> <ul style="list-style-type: none"> • Materials • Manipulatives • KCM Trainings
	<p>Strategy 2: Math Interventions All First Grade Students will be given Cumulative Math Screener to assess Math Fluency in Number ID, Forward Number Sequence, Backward Number Sequence,</p>	<p>Activity – Math Interventions Students who are scoring at the 20 percentile and below will participate in daily Math Intervention Groups or one on one instruction provided by a Math Interventionist who is trained throughout the year by Kentucky Center for Mathematics.</p>	<ul style="list-style-type: none"> • Teacher • Math Interventionist • Math Support Staff • Cumulative Math Screener 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Cumulative Math Screener Progress Monitoring Data • Daily Lesson Formative Assessment 	<p>Title I / Grant</p> <ul style="list-style-type: none"> • Math Interventionist Trainings • Materials / Manipulatives

Goal 4 (State your growth goal.): 80% of all students in First and Second Grade will achieve their Math Student Growth Goal as measured and set by NWEA MAP Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Structuring, Addition / Subtraction.		<ul style="list-style-type: none"> Weekly Progress monitoring 		
	<p>Strategy 3: Dreambox Math Software Dreambox will be implemented into Math Centers and Computer Class time each week. Students should complete a minimum of two 20 minute session based on their MAP Growth Goal.</p>	<p>Activity – Dreambox Students will participate in a minimum of two 20 minute sessions on Dreambox Learning Math program to support their Students Growth Goal as measured and set by NWEA MAP Benchmark Assessment.</p>	<ul style="list-style-type: none"> Teacher / Computer Lab support staff Dreambox Weekly progress report Skill certificate completed 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> Weekly Progress Report Student Progress Report 	Title I

5: Transition Readiness

Goal 5 (State your transition readiness goal.): 80% of all students who are exiting 2 nd Grade will be performing at Benchmark as measured by the NWEA MAP Reading and Math Benchmark Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 80% of students exiting 2 nd grade will be performing on Benchmark as measured by NWEA MAP Reading Assessment.	Strategy 1: Core Reading Instruction - All classroom teachers will implement Core Reading instruction and fully address the five components of reading (phonological awareness, phonics, vocabulary, and fluency instruction)	Activity – Professional Learning Communities: Teachers will collaborate weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	<ul style="list-style-type: none"> Teacher <i>Reading Street Basel</i> <i>Vocabulary Instructional Strategies</i> <i>NWEA MAP Continuum</i> <i>Formative and Summative Classroom Assessments</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> PLC Meeting notes Observation Walkthroughs Weekly Assessments NWEA MAP Benchmark Assessments 	Title I / Striving Readers Grant <ul style="list-style-type: none"> Kentucky Reading Project Trainings
		Activity – Common Planning: Teachers will collaborate with other colleagues and ESL teacher during common planning times and release days to plan implement the core-reading program.			
Activity – Kentucky Reading Project: Teachers will participate in the Kentucky Reading Project to engage in researched based professional development encompassing Core Reading strategies and activities to incorporate within Core Reading Instruction. This professional development also engages teachers in ESL strategies that can be used within their classrooms.					
	Strategy 2: Differentiated Literacy Centers – Literacy Centers are based on the five components of Reading and are differentiated based on the NWEA MAP Continuum to meet the needs of all students.	Activity – Differentiated Literacy Centers Teachers will collaborate with colleagues; ESL teacher, Special Education teacher, and Reading teachers to plan center based instructional activities that students can complete to support their MAP	<ul style="list-style-type: none"> Teachers NWEA MAP Continuum Center Based Activities 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> Observation Walkthroughs Weekly Formative Assessments NWEA MAP Benchmark Assessments 	No Funding

Goal 5 (State your transition readiness goal.): 80% of all students who are exiting 2nd Grade will be performing at Benchmark as measured by the NWEA MAP Reading and Math Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		goal for the upcoming Benchmark period.			
	<p>Strategy 3: Guided Reading Groups - Guided Reading groups are implemented into all Reading classrooms. Students are grouped based on Fountas and Pinnell Guided Reading Benchmark Assessment.</p>	<p>Activity – Guided Reading Students will participate in Guided Reading Groups based on their reading level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment. These groups will be fluid based on the progress of the students. The Guided Reading Instruction will be differentiated and designed to meet the needs of the students in the group.</p>	<ul style="list-style-type: none"> • Teacher • <i>Next Steps Forward in Guided Reading</i> • <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> • Leveled Text 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Running Records • Foutas and Pinnell Benchmark Assessments 	<p>Title I / Striving Readers Grant</p> <ul style="list-style-type: none"> • Leveled Book Room Books • Materials / Manipulatives
	<p>Strategy 4 : Literacy Block / CIM Intervention Groups - Students in 2nd Grade that reading on a level below 2nd Grade Benchmark will be in Literacy Block 4 times a week for 40 minutes.</p>	<p>Activity – 2nd grade Literacy Block Students who are reading below 2nd Grade Benchmark level will have a Running Record taken at a minimum of every two weeks.</p> <p>Activity – Reading Screeners Students who are reading below 2nd grade benchmark will be progress monitored on a variety of reading screeners to assess their phonological awareness, phonics, fluency, and sight word skills.</p> <p>Activity – CIM Intervention Groups</p>	<ul style="list-style-type: none"> • Teachers • Instructional Assistants • <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> • <i>Leveled Text</i> • <i>PAST Assessment</i> • <i>CORE Phonics Screener</i> 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Reading Screener Formative Data • Fountas and Pinnell Benchmark Assessment • Running Records 	<p>Title I / Grant</p> <ul style="list-style-type: none"> • CIM Reading Interventionist

Goal 5 (State your transition readiness goal.): 80% of all students who are exiting 2 nd Grade will be performing at Benchmark as measured by the NWEA MAP Reading and Math Benchmark Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students who are reading below benchmark in 2 nd grade receive researched based interventions based on the CIM – Comprehensive Intervention Model.	<ul style="list-style-type: none"> • <i>Sight Word Screener</i> 		
Objective 2: 80% of students exiting 2 nd grade will be performing on Benchmark as measured by NWEA MAP Math Assessment.	Strategy 1: Core Math Instruction Engage NY Math Curriculum will be implemented with fidelity in all Second Grade Classrooms. Students will utilize materials and manipulatives suggested in the curriculum to master the critical skills in Second Grade.	Activity – New York Engage Math Curriculum All Students will participate in Core Math Instruction implemented using NY Engage Math Curriculum daily. Students will use materials and manipulatives to support instruction and strategies being taught. Instruction will include Fluency, Application Problem, Concept Development, and Student Debrief. Teachers will also implement Kentucky Center for Mathematics strategies within instruction they are receiving in ongoing trainings provided by KCM.	<ul style="list-style-type: none"> • Certified Teacher • <i>Engage Mid-Module and Module</i> • <i>MAP Skills Checklist</i> • <i>Weekly Quick Checks</i> • <i>Exit Slips</i> 	8/14/2019 – 6/30/2020 <ul style="list-style-type: none"> • Weekly Quick Checks • MAP Skills Checklist • Module Assessments • Math Fluency Checks 	Title I <ul style="list-style-type: none"> • Materials • Manipulatives • KCM Trainings

Goal 5 (State your transition readiness goal.): 80% of all students who are exiting 2nd Grade will be performing at Benchmark as measured by the NWEA MAP Reading and Math Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Strategy 2: Math Interventions All First Grade Students will be given Cumulative Math Screener to assess Math Fluency in Number ID, Forward Number Sequence, Backward Number Sequence, Structuring, Addition / Subtraction.</p>	<p>Activity – Math Interventions Students who are scoring at the 20 percentile and below will participate in daily Math Intervention Groups or one on one instruction provided by a Math Interventionist who is trained throughout the year by Kentucky Center for Mathematics.</p>	<ul style="list-style-type: none"> • Teacher • <i>Math Interventionist</i> • <i>Math Support Staff</i> • <i>Cumulative Math Screener</i> • <i>Weekly Progress monitoring</i> 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Cumulative Math Screener Progress Monitoring Data • Daily Lesson Formative Assessment 	<p>Title I / Grant</p> <ul style="list-style-type: none"> • Math Interventionist Training • Materials • Manipulatives
	<p>Strategy 3: Dreambox Math Software Dreambox will be implemented into Math Centers and Computer Class time each week. Students should complete a minimum of two 20 minute session based on their MAP Growth Goal. Strategy: Dreambox Math Computer Software</p>	<p>Activity – Dreambox Students will participate in a minimum of two 20 minute sessions on Dreambox Learning Math program to support their Students Growth Goal as measured and set by NWEA MAP Benchmark Assessment.</p>	<ul style="list-style-type: none"> • Teacher / Computer Lab support staff • <i>Dreambox Weekly progress report</i> • <i>Skill certificate completed</i> 	<p>8/14/2019 – 6/30/2020</p> <ul style="list-style-type: none"> • Weekly Progress Report • Student Progress Report 	<p>Title I</p>

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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