

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</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>

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>approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</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 6/30/2021 as measured by the *Fountas and Pinnell Guided Reading Benchmark Assessment*.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>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 6/30/2021.</p>	<p>Strategy 1: Progress Monitoring of Reading – All First Grade students will have the opportunity to participate in a zoom session or in-person visit with their teacher at least once a week.</p>	<p>Activity – Running Records: In First Grade teachers will perform running records during zoom and in-person guided reading sessions that students have the opportunity to attend. This will allow for continual differentiation in instruction based on student needs.</p>	<ul style="list-style-type: none"> Teacher Running Record over Leveled Text 	<p>9/16/2020 - 6/30/2021</p> <ul style="list-style-type: none"> A running record will be taken on each child “in-person” or zoom sessions biweekly or monthly. 	<p>No Funding</p>
		<p>Activity – Reading Screeners</p> <p>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.</p>	<ul style="list-style-type: none"> Teacher / Instructional Assistant DIBELS Fluency PAST Assessment CORE Phonics Assessment Fry Sight Word Check 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> Screeners will be progress monitored at a minimum of biweekly. 	<p>No Funding</p>
		<p>Activity – Small Group Zoom or In-person Guided Reading</p> <p>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 within classrooms and teachers conduct in-person small groups or zoom sessions weekly to present guided reading instruction.</p>	<ul style="list-style-type: none"> Teacher <i>Fountas and Pinnell Benchmark Assessment</i> 	<p>8/19/2020 – 6/30/2021</p> <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. 	<p>No Funding</p>

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 6/30/2021 as measured by the *Fountas and Pinnell Guided Reading Benchmark Assessment*.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Activity – Jan Richardson book study / training sessions</p> <p>All mentor / mentee teachers will participate in at least 5 book study / training sessions covering the content with in the Next Steps Forward in Guided Reading. These sessions will consist of covering book content, sharing of recorded guided reading lesson, and discussions led by the mentor / mentee teachers.</p>	<ul style="list-style-type: none"> • Mentor / Mentee teachers • <i>Next Steps Forward in Guided Reading</i> text • Recorded Guided Reading lessons 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Teacher walk-throughs or submitted guided reading lessons • Fountas and Pinnell Guided Reading Benchmark Assessment results and progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> • Mentor / Mentee Stipend
	<p>Strategy 2: Students will participate in a variety of services offered at the school to support reading progress and needs.</p>	<p>Activity – Reading Recovery / Reading Interventions: One full time Reading Interventionist works daily 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. These interventions are performed via zoom or in-person opportunities.</p>	<ul style="list-style-type: none"> • Reading Recovery Teacher / Reading Interventionist • Reading Recovery Modeled Instruction 	<p>8/19/2020-6/30/2021</p> <ul style="list-style-type: none"> • One on one interventions • Running Records daily 	<p>Title I / Grant</p> <ul style="list-style-type: none"> • Materials • RR Teachers • Leveled Text • Manipulatives
<p>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 6/30/2021.</p>	<p>Strategy 1: Progress Monitoring of Reading – All Second Grade students will have the opportunity to participate in a zoom session or in-person visit with their teacher at least once a week</p>	<p>Activity – Reading Screeners</p> <p>Students who are reading below 2nd grade benchmark will be progress monitored on a variety of reading screeners to assess their phonological</p>	<ul style="list-style-type: none"> • Teacher / Instructional Assistant • <i>PAST</i> Assessment • <i>CORE</i> Phonics Screener 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Screeners will be progress monitored on below benchmark students at least once a month given the opportunity to come in-person or via zoom. 	<p>No Funding</p>

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 6/30/2021 as measured by the *Fountas and Pinnell Guided Reading Benchmark Assessment*.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		awareness, phonics, fluency, and sight word skills.	<ul style="list-style-type: none"> <i>Fry Sight Word Check</i> 		

		<p>Activity – Small Group Zoom or In-person Guided Reading</p> <p>Every student in Second 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 within classrooms and teachers conduct in-person small groups or zoom sessions weekly to present guided reading instruction.</p>	<ul style="list-style-type: none"> Teacher <i>Fountas and Pinnell Benchmark Assessment</i> 	<p>8/19/2020 – 6/30/2021</p> <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
		<p>Activity – Jan Richardson book study / training sessions</p> <p>All mentor / mentee teachers will participate in at least 5 book study / training sessions covering the content with in the Next Steps Forward in Guided Reading. These sessions will consist of covering book content, sharing of recorded guided reading lesson, and discussions led by the mentor / mentee teachers.</p>	<ul style="list-style-type: none"> Mentor / Mentee teachers <i>Next Steps Forward in Guided Reading</i> text Recorded Guided Reading lessons 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> Teacher walk-throughs or submitted guided reading lessons Fountas and Pinnell Guided Reading Benchmark Assessment results and progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> Mentor / Mentee Stipend

	<p>Strategy 2: Students performing below 2nd Grade Benchmark level will participate in a variety of services offered at the school to support reading progress and needs.</p>	<p>Activity – In person or one on one zoom sessions</p> <p>In person or one on one zoom sessions are available for students who are performing below 2nd grade benchmark. When school is “in-person” students performing below benchmark receive small group “push-in” services within their classrooms.</p>	<ul style="list-style-type: none"> • <i>CIM – Comprehensive Intervention Model</i> • Leveled Text • 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Weekly / Bi-weekly formative assessments to take the pulse of student’s progress. 	<p>No Funding</p>
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): 80% of our students who are participating in complete virtual instruction will be performing at Benchmark as measured by NWEA Reading and Math Benchmark Assessment by May 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: 80% of students in 1st grade participating in complete virtual instruction; including weekly zoom or in-person sessions and virtual instruction through Padlet and Google Classroom will perform on Benchmark as measured by NWEA MAP Reading and Math Assessment.</p>	<p>Strategy 1: Small Group Reading Instruction via Zoom or In-person Sessions – Teachers will schedule small group zoom sessions along with in-person sessions weekly for students to receive differentiated instruction based on their reading level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.</p>	<p>Activity: Small Group Reading Instruction.</p> <p>Teachers will provide opportunities for students to attend small group zoom sessions and / or “in person” sessions weekly. Groups will be based on their reading levels as measured by the Fountas and Pinnell Guided Reading Benchmark Assessment. These groups and one on one session are fluid based on the progress of the students. The instruction will be designed to meet the academic needs of each of our students.</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 • NWEA MAP Skills Checklist • NWEA MAP Benchmark Assessments 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Running Records • Fountas and Pinnell Benchmark Assessments • MAP Skills Checklist 	<p>Title I / Striving Readers Grant</p> <ul style="list-style-type: none"> • Leveled Book Room Books • Materials / Manipulatives • NWEA MAP Benchmark Assessment System
		<p>Activity – Jan Richardson book study / training sessions</p> <p>All mentor / mentee teachers will participate in at least 5 book study / training sessions covering the content with in the Next Steps Forward in Guided Reading. These sessions will consist of covering book content, sharing of recorded guided reading lesson, and discussions led by the mentor / mentee teachers.</p>	<ul style="list-style-type: none"> • Mentor / Mentee teachers • <i>Next Steps Forward in Guided Reading</i> text • Recorded Guided Reading lessons 	<p>8/19/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Teacher walk-throughs or submitted guided reading lessons • Fountas and Pinnell Guided Reading Benchmark Assessment results and progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> • Mentor / Mentee Stipend

Goal 2 (State your separate academic indicator goal.): 80% of our students who are participating in complete virtual instruction will be performing at Benchmark as measured by NWEA Reading and Math Benchmark Assessment by May 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Strategy 2: Core Reading and Math Instruction</p> <p>Students will receive core instruction from <i>Core Knowledge Language Arts Phonics Instruction</i> and <i>Engage New York Math Curriculum</i> daily via zoom or prerecorded Screencastify sessions.</p>	<p>Activity: Common Grade Level Planning</p> <p>Teachers will collaborate via zoom or in person (when permitted) with colleagues and virtual teachers. Planning will include sharing instructional strategies, pacing curriculum, and sharing the progress of our students.</p>	<ul style="list-style-type: none"> • Certified Teachers • Current Assessment Data • Instructional Materials • ESL resources 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Benchmark and Weekly Assessments • Formative Assessments 	<p>No Funding</p>
		<p>Activity: Weekly Professional Learning Communities</p> <p>Teachers collaborate and share prerecorded videos of guided reading, CKLA teaching videos, and Engage NY Math instruction. During the sharing of these recordings; colleagues reflect on their own teaching to grow professionally in the curriculum.</p>	<ul style="list-style-type: none"> • Certified Teachers • Current Assessment Data • Instructional Materials • ESL resources 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Benchmark and Weekly Assessments • Formative Assessments 	<p>No Funding</p>
<p>Objective 2: 80% of students in 2nd grade participating in complete virtual instruction; including weekly zoom or in-person sessions and virtual instruction through Padlet and Google Classroom will perform on Benchmark as measured by NWEA MAP Reading and Math Assessment.</p>	<p>Strategy 1: Small Group Reading Instruction via Zoom or In-person Sessions – Teachers will schedule small group zoom sessions along with in-person sessions weekly for students to receive differentiated instruction based on their reading level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.</p>	<p>Activity: Small Group Reading Instruction.</p> <p>Teachers will provide opportunities for students to attend small group zoom sessions and / or “in person” sessions weekly. Groups will be based on their reading levels as measured by the Fountas and Pinnell Guided Reading Benchmark Assessment. These groups and one on one session are fluid based on the progress of the students. The instruction will be designed to meet the</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 • NWEA MAP Skills Checklist 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Running Records • Fountas and Pinnell Benchmark Assessments • NWEA MAP Skills Checklist 	<p>Title I / Striving Readers Grant</p> <ul style="list-style-type: none"> • Leveled Book Room Books • Materials / Manipulatives • NWEA MAP Benchmark Assessment System

Goal 2 (State your separate academic indicator goal.): 80% of our students who are participating in complete virtual instruction will be performing at Benchmark as measured by NWEA Reading and Math Benchmark Assessment by May 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic needs of each of our students.	<ul style="list-style-type: none"> • NWEA MAP Benchmark Assessments 		
	<p>Strategy 2: Core Reading and Math Instruction</p> <p>Students will receive core instruction from <i>Core Knowledge Language Arts Curriculum, Reading Horizons Phonics Instruction</i> and <i>Engage New York Math Curriculum</i> daily via zoom or prerecorded Screencastify sessions.</p>	<p>Activity: Common Grade Level Planning</p> <p>Teachers will collaborate via zoom or in person (when permitted) with colleagues and virtual teachers. Planning will include sharing instructional strategies, pacing curriculum, and sharing the progress of our students.</p>	<ul style="list-style-type: none"> • Certified Teachers • Current Assessment Data • Instructional Materials • ESL resources 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Benchmark and Weekly Assessments • Formative Assessments 	No Funding
		<p>Activity: Weekly Professional Learning Communities</p> <p>Teachers collaborate and share prerecorded videos of guided reading, CKLA teaching videos, and Engage NY Math instruction. During the sharing of these recordings; colleagues reflect on their own teaching to grow professionally in the curriculum.</p>	<ul style="list-style-type: none"> • Certified Teachers • Current Assessment Data • Instructional Materials • ESL resources 	<p>8/14/2020 – 6/30/2022</p> <ul style="list-style-type: none"> • Benchmark and Weekly Assessments • Formative Assessments 	No Funding

3: Achievement Gap

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: 80% of our Exceptional Learners (Special Education) population will show growth as measured on the NWEA Reading and Math MAP Benchmark Assessment with implementation of accommodations / modifications.</p>	<p>Strategy 1: Co-teaching Classroom</p> <p>Students who qualify for Special Education will be in a co-teaching environment via in-person or virtual learning with a certified regular education teacher, certified special education teacher, and instructional assistant.</p>	<p>Activity: Explicit / Differentiated Instruction</p> <p>Students will receive daily explicit differentiated Reading and Math instruction through in-person, one on one, zoom, or small group instruction.</p>	<ul style="list-style-type: none"> • Certified Regular Ed. Teacher / Special Ed. Teacher • Instructional Assistant • IEP document • <i>CKLA Reading Curriculum</i> • <i>Reading Horizons Phonics Curriculum</i> • <i>Engage NY Math Curriculum</i> • <i>NWEA MAP Benchmark Assessments</i> • <i>NWEA MAP Skills Checklist</i> 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • <i>CKLA Domain Assessments</i> • <i>Reading Horizons Chapter Assessments and Skills Checks</i> • <i>Engage NY Module Assessments, Lesson Quick Checks, Exit Slips</i> • <i>NWEA MAP Skills Check-list</i> 	<p>Title I</p> <ul style="list-style-type: none"> • Curriculum <p>Special Ed.</p> <ul style="list-style-type: none"> • Certified Special Ed. Teacher

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Activity – Jan Richardson book study / training sessions</p> <p>All mentor / mentee teachers will participate in at least 5 book study / training sessions covering the content with in the Next Steps Forward in Guided Reading. These sessions will consist of covering book content, sharing of recorded guided reading lesson, and discussions led by the mentor / mentee teachers.</p>	<ul style="list-style-type: none"> • Mentor / Mentee teachers • <i>Next Steps Forward in Guided Reading</i> text • Recorded Guided Reading lessons 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Teacher walk-throughs or submitted guided reading lessons • Fountas and Pinnell Guided Reading Benchmark Assessment results and progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> • Mentor / Mentee Stipend
		<p>Activity: Reading and Math Screeners</p> <p>Students in the co-teaching classroom will be given a series of Reading and Math screeners throughout the school year to monitor their progress and 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.</p>	<ul style="list-style-type: none"> • Teacher / Instructional Assistant • <i>PAST</i> Assessment • <i>CORE Phonics</i> Assessment • <i>Fry Sight Word</i> Check 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Screeners will be progress monitored at a minimum of biweekly 	<p>No Funding</p>

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Strategy 2: Explicit and Systematic Phonics instruction will be implemented in the co-teaching classrooms using Reading Horizons Curriculum with fidelity.</p>	<p>Activity: Explicit / Systematic Phonics Instruction</p> <p>Students will receive daily systematic phonics instruction including the Daily Core 4 via recorded lesson, zoom, or in person sessions.</p>	<ul style="list-style-type: none"> • Certified Teacher and Special Education Teacher • <i>Reading Horizons Curriculum</i> • <i>RH Skills and Chapter Assessments</i> • <i>Observation Walkthrough Checklist</i> 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Chapter Assessments • Formative progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> • Curriculum <p>Special Ed.</p> <ul style="list-style-type: none"> • Certified Special Ed. Teacher
		<p>Activity: Reading Horizons Discovery Software</p> <p>Students will be given the opportunity to complete a 20-minute session twice a week on Reading Horizons at school. Students also have access to the program at home.</p>	<ul style="list-style-type: none"> • Regular Ed. Teacher / Special Education teacher, and Instructional Assistants • <i>Reading Discovery Software Program</i> 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Weekly Class Report review • Skills Assessments by lesson 	<p>No Funding</p>
	<p>Strategy 3: Core Reading Instruction</p> <p>Core Reading Instruction will be implemented from Core Knowledge Language Arts in co-teaching classrooms through</p>	<p>Activity: Core Reading Instruction</p> <p>Student will receive daily reading instruction from the Core Knowledge Language Arts program in the co-teaching classroom.</p>	<ul style="list-style-type: none"> • Regular Ed. Teacher / Special Education teacher • <i>CKLA Reading Curriculum</i> 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Domain Assessments (CKLA) • Writing activities connected to Domain content 	<p>Title I</p> <ul style="list-style-type: none"> • CKLA Reading Curriculum <p>Special Ed.</p>

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	small group instruction via prerecorded videos, zoom sessions or one on one in person sessions.	<p>Activity: Common Planning / PLC</p> <p>Regular Education teacher, Special Education teacher, and instructional Assistant will collaborate and intentionally plan together ensure they are meeting the needs of the students.</p>	<ul style="list-style-type: none"> Regular Ed. Teacher / Special Education teacher, and Instructional Assistants <i>CKLA, Reading Horizons, Engage NY Curriculum</i> <i>Next Steps Forward in Guided Reading Lesson Plans – Jan Richardson resources</i> <i>Florida Center Reading Research</i> <i>KCM Online resources</i> 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> Observation walkthroughs Peer observations between teachers. 	<ul style="list-style-type: none"> Certified Special Ed. Teacher <p>No Funding</p>
<p>Objective 2: 80% of our Exceptional Learners (Special Education) population will show growth as measured on the Fountas and Pinnell Guided Reading Benchmark Assessment.</p>	<p>Strategy 1: Co-teaching Classroom</p> <p>Students will be in a co-teaching environment via in-person or virtual learning with a certified regular education teacher, certified special education</p>	<p>Activity: Differentiated Small Group Instruction</p> <p>All students in the co-teaching classroom will receive instruction in a small group setting with either regular education teacher, special education teacher, or instructional assistant when in-person school is in session. When virtual learning is taking place, students</p>	<ul style="list-style-type: none"> CKLA Reading Curriculum Guided Reading Leveled Reading Text Reading Horizons Phonics Curriculum 	<p>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> Formative Assessments throughout centers and dictation. Formative Assessments through review games. Formative Progress Monitoring Skills and Unit Assessments 	<p>Title I</p> <ul style="list-style-type: none"> Leveled Book Room Core Curriculum <p>Special Ed.</p>

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	teacher, and instructional assistant.	will receive instruction via in person one on one or zoom sessions or recorded lessons.	<ul style="list-style-type: none"> • Engage NY Math Curriculum • Certified Teacher (Regular / Special Education) 		<ul style="list-style-type: none"> • Certified Special Ed. teacher
	<p>Strategy 2: Small Group Instruction</p> <p>All students within co-teaching classroom will receive small group instruction in core instructional areas; Reading, Phonics, and Math.</p>	<p>Activity: Small Group Guided Reading</p> <p>Students will be given the opportunity to receive differentiated guided reading instruction via zoom and in-person sessions weekly. Instruction will be based on guided reading levels as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.</p>	<ul style="list-style-type: none"> • Certified Teacher (Regular and Special Education) • <i>Next Steps Forward in Guided Reading</i> • <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> • Leveled Text 	<p>8/14/2020 – 6/30/2021</p> <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. • Progress Monitoring Running Records 	<p>Title I</p> <ul style="list-style-type: none"> • Leveled Book Room <p>Special Ed.</p> <ul style="list-style-type: none"> • Certified Special Ed. Teacher
		<p>Activity – Jan Richardson book study / training sessions</p> <p>All mentor / mentee teachers will participate in at least 5 book study / training sessions covering the content with in the Next Steps Forward in Guided Reading. These sessions will consist of covering book content, sharing of recorded guided reading</p>	<ul style="list-style-type: none"> • Mentor / Mentee teachers • <i>Next Steps Forward in Guided Reading</i> text • Recorded Guided Reading lessons 	<p>8/19/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Teacher walk-throughs or submitted guided reading lessons • Fountas and Pinnell Guided Reading Benchmark Assessment results and progress monitoring 	<p>Title I</p> <ul style="list-style-type: none"> • Mentor / Mentee Stipend

Goal 3 (State your achievement gap goal.): 80% of our Exceptional Student Population (students qualifying for Special Education Services) will show growth as measured by personal growth goal in NWEA MAP Reading and Math RIT Norm Scale and Instructional Reading Level as measured by Fountas and Pinnell Guided Reading Benchmark Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		lesson, and discussions led by the mentor / mentee teachers.			

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 by May 2021.

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 through zoom, prerecorded video, or in person. 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 via Google Form or in-person • NWEA MAP Benchmark Assessments 	8/14/2020 – 6/30/2021 <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 • NWEA MAP Assessment System
	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. These groups will be via zoom or in-person sessions.	<ul style="list-style-type: none"> • Teacher • Math Interventionist • Math Support Staff • Cumulative Math Screener • Weekly Progress monitoring 	8/14/2020 – 6/30/2021 <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
	Strategy 3: Dreambox Math Software	Activity – Dreambox Students will participate in a minimum of two 20 minute sessions weekly on	<ul style="list-style-type: none"> • Teacher / Computer Lab support staff 	8/14/2020 – 6/30/2021 <ul style="list-style-type: none"> • Weekly Progress Report 	Title I

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 by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 NWEW Math MAP score.	Dreambox Learning Math program to support their Students Growth Goal as measured and set by NWEA MAP Benchmark Assessment.	<ul style="list-style-type: none"> • Dreambox Weekly progress report • Skill certificate completed 	<ul style="list-style-type: none"> • Student Progress Report 	<ul style="list-style-type: none"> • Computer Software
<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</p> <p>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</p> <p>All Students will participate in Core Math Instruction implemented using NY Engage Math Curriculum daily through zoom, prerecorded video, or in person. 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 via Google Form or in -person • NWEA MAP Benchmark Assessments 	<p>8/14/2020 – 6/30/2021</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 • NWEA MAP Assessment System
	<p>Strategy 2: Math Interventions</p> <p>All First Grade Students will be given Cumulative Math Screener to assess Math Fluency in Number ID, Forward Number Sequence, Backward Number</p>	<p>Activity – Math Interventions</p> <p>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</p>	<ul style="list-style-type: none"> • Teacher • Math Interventionist • Math Support Staff • Cumulative Math Screener 	<p>8/14/2020 – 6/30/2021</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 by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Sequence, Structuring, Addition / Subtraction.	Center for Mathematics. These groups will be via zoom or in-person sessions.	<ul style="list-style-type: none"> Weekly Progress monitoring 		
	<p>Strategy 3: Dreambox Math Software</p> <p>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 NWEW Math MAP score.</p>	<p>Activity – Dreambox</p> <p>Students will participate in a minimum of two 20 minute sessions weekly 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>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> Weekly Progress Report Student Progress Report 	<p>Title I</p> <ul style="list-style-type: none"> Computer Software

5: Transition Readiness

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
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 through zoom, recorded lessons, and in person sessions.	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 Core Knowledge Language Arts Vocabulary Instructional Strategies NWEA MAP Continuum Formative and Summative Classroom Assessments 	8/14/2020 – 6/30/2021 <ul style="list-style-type: none"> PLC Meeting notes Observation Walkthroughs Weekly Assessments NWEA MAP Benchmark Assessments 	Title <ul style="list-style-type: none"> NWEA MAP Assessment System
		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 – Explicit Knowledge Based Reading Instruction Knowledge based instruction will be implemented within 2 nd grade classrooms through Core Knowledge Language Arts Reading curriculum. Students will receive lessons via zoom, recorded lessons, or in person.	<ul style="list-style-type: none"> Teacher Core Knowledge Language Arts Vocabulary Instructional Strategies NWEA MAP Continuum Formative and Summative Classroom Assessments 	8/14/2020 – 6/30/2021 <ul style="list-style-type: none"> PLC Meeting notes Observation Walkthroughs Weekly Assessments NWEA MAP Benchmark Assessments 	Title <ul style="list-style-type: none"> NWEA MAP Assessment System
	Strategy 2: Guided Reading Groups - Guided Reading groups are implemented into all Reading classrooms. Students are grouped based on Fountas	Activity – Guided Reading Students will participate in Guided Reading Groups based on their reading level as measured by Fountas and	<ul style="list-style-type: none"> Teacher Next Steps Forward in Guided Reading 	8/14/2020 – 6/30/2021 <ul style="list-style-type: none"> Running Records 	Title I / Striving Readers Grant <ul style="list-style-type: none"> Leveled Book Room Books

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
	and Pinnell Guided Reading Benchmark Assessment.	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.	<ul style="list-style-type: none"> • <i>Fountas and Pinnell Guided Reading Benchmark Assessment</i> • Leveled Text 	<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessments 	<ul style="list-style-type: none"> • Materials / Manipulatives
<p>Objective 2: 80% of students exiting 2nd grade will be performing on Benchmark as measured by NWEA MAP Math Assessment.</p>	<p>Strategy 1: Core Math Instruction</p> <p>Engage NY Math Curriculum will be implemented with fidelity in all Second Grade Classrooms via zoom, in person sessions, or recorded lessons. 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</p> <p>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 • <i>Engage Mid-Module and Module</i> • <i>MAP Skills Checklist</i> • <i>Weekly Quick Checks</i> • <i>Exit Slips</i> 	<p>8/14/2020 – 6/30/2021</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 • NWEA MAP Assessment System
	<p>Strategy 2: Math Interventions</p> <p>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</p> <p>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>8/14/2020 – 6/30/2021</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

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 3: Dreambox Math Software</p> <p>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</p> <p>Students will have the opportunity to 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>8/14/2020 – 6/30/2021</p> <ul style="list-style-type: none"> • Weekly Progress Report • Student Progress Report 	<p>Title I</p> <ul style="list-style-type: none"> • Computer Software

6: Graduation Rate

Goal 6 (State your graduation rate 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>

Components Of Turnaround Leadership Development And Support:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? 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.

Response:

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

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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