



# **Comprehensive School Improvement Plan**

**Coral Ridge Elementary**  
**Jefferson County**

Barbara James  
10608 National Turnpike  
Fairdale, KY 40118

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Phase I - Equitable Access to Effective Educators School Diagnostic**

Introduction.....	3
-------------------	---

Equitable Access to Effective Educators - School.....	4
---	---

## **Phase I - The Missing Piece**

Introduction.....	8
-------------------	---

Stakeholders.....	9
-------------------	---

Relationship Building.....	10
----------------------------	----

Communications.....	11
---------------------	----

Decision Making.....	13
----------------------	----

Advocacy.....	15
---------------	----

Learning Opportunities.....	16
-----------------------------	----

Community Partnerships.....	17
-----------------------------	----

Reflection.....	18
-----------------	----

Report Summary.....	19
---------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction.....	21
-------------------	----

Improvement Planning Process.....	22
-----------------------------------	----

## **Phase I - Needs Assessment**

Introduction.....	24
Data Analysis.....	25
Areas of Strengths.....	26
Opportunities for Improvement.....	27
Conclusion.....	28

## **2016-17 Comprehensive School Improvement Plan**

Overview.....	30
Goals Summary.....	31
Goal 1: Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K- prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.....	32
Goal 2: Coral Ridge will demonstrate proficiency in Program Reviews for Arts & Humanities and Practical Living/Career Studies.....	34
Goal 3: Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.....	36
Goal 4: Instructional Resources.....	40
Goal 5: Gap Novice Reduction.....	41
Activity Summary by Funding Source.....	42

## **Phase II - KDE Assurances - Schools**

Introduction.....	48
Assurances.....	49

## **Phase II - KDE Compliance and Accountability - Schools**

Introduction.....	55
-------------------	----

Planning and Accountability Requirements ..... 56

**Executive Summary**

Introduction ..... 99

Description of the School ..... 100

School's Purpose ..... 101

Notable Achievements and Areas of Improvement ..... 102

Additional Information ..... 103

## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

## Equitable Access to Effective Educators - School

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

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

Coral Ridge has a high percentage of minority students (92%), a 14% population of ECE students, 16% English Language Learners, and 80% Free/Reduced lunch. Based on the fact that we have 0% teacher turnover and very few nontenured teachers we are able to build a strong community of educators who work diligently to help students in need. We have 2 Spanish speaking ESL teachers who help with constant communication with students and families. And currently we have 4 NBCT teachers, with another 6 in the process.

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

The data shows that Coral Ridge has few barriers to achieving equitable access to effective educators. When hiring is a necessity, we search for applicants who are experience and will fit into our climate and culture. We continue a partnership with the University of Louisville which provides have an outlet for feedback on teacher preparation. Student teachers are part of our culture and can be seen in real-world classroom situations, giving us an opportunity for hiring highly effective teachers.



## Comprehensive School Improvement Plan

Coral Ridge Elementary

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

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

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

OR

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

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

### Goal 1:

Coral Ridge will increase the percentage of effective teachers by 20% from 2016 to 2020.

### Measurable Objective 1:

collaborate to set baseline data in 2016 from first year of implementation by 05/02/2016 as measured by the components of the PGES system.

### Strategy1:

PGES Implementation - PGES is being implemented in full during the 2015-16 school year. Staff will continue to take part in professional learning and support as the system kicks off. Data will be collected using the TELL Kentucky Survey.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Further develop the Instructional Leadership Team to build capacity within the school and to develop an implementation plan that will improve teaching and learning.	Professional Learning Academic Support Program	08/11/2015	05/01/2016	\$0 - No Funding Required	Principal, Asst. Principal

## **Phase I - The Missing Piece**

## **Introduction**

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

**Stakeholders**

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

- Barbara James, Principal
- Michael Roadhouse, Asst. Principal
- Denise Givens, GCC
- Felicia Rhodes, Teacher SBDM
- Shannon Crutcher, Teacher SBDM
- Elizabeth Bland, Teacher SBDM
- Samantha Smallwood, Parent SBDM
- Brenda Soto, Parent SBDM

## Relationship Building

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Overall Rating: 2.86

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

Comprehensive School Improvement Plan

Coral Ridge Elementary

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



## Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

Coral Ridge Elementary

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

## Learning Opportunities

Overall Rating: 2.67

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

## Community Partnerships

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

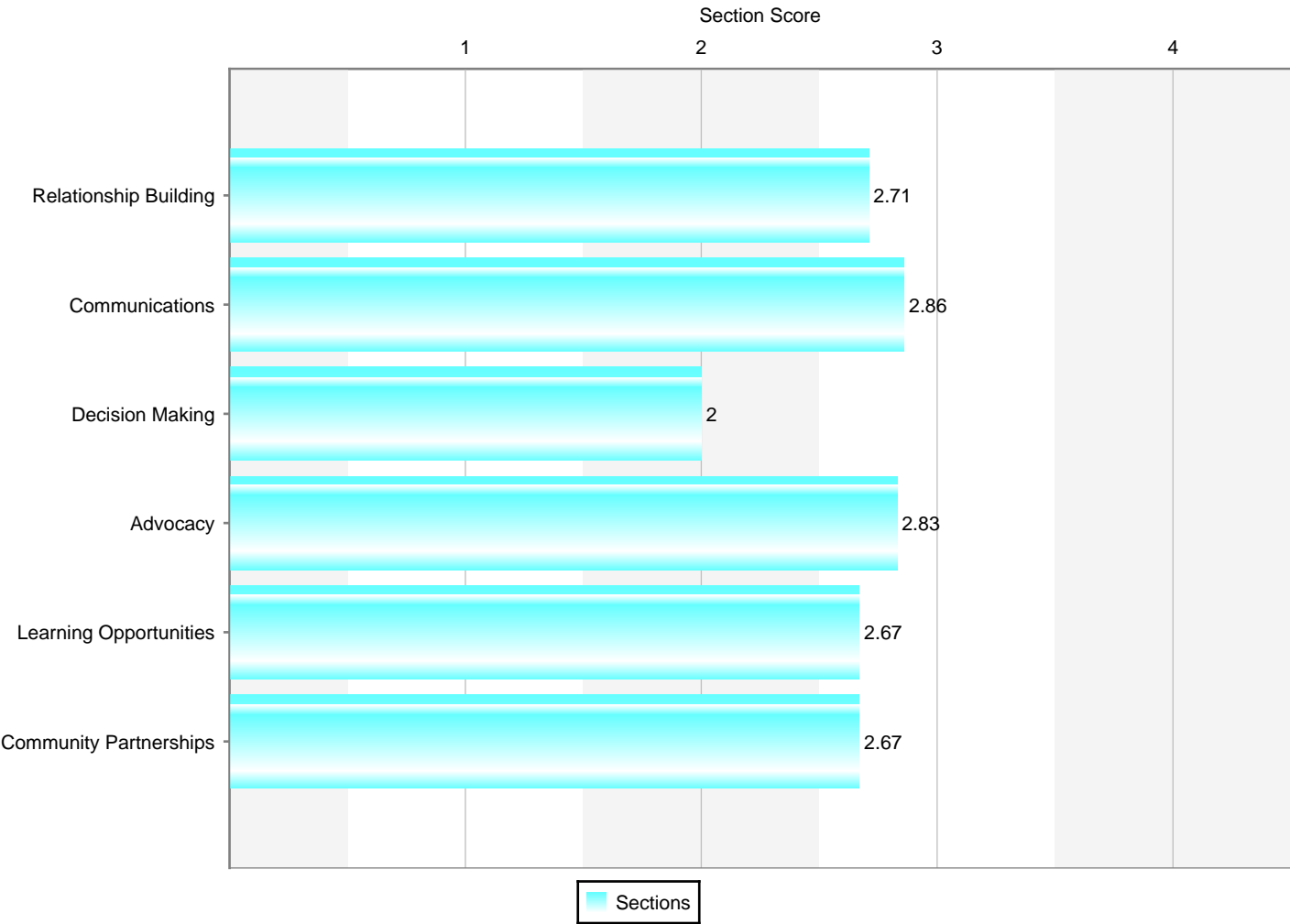
## **Reflection**

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

Coral Ridge is strong in the areas of relationship building and communications. In spite of the high percentage of families living in poverty and living some distance from the school, we strive to involve our parents in every aspect of their child's education. The school uses a variety of communication to ensure we reach every family, including a newly developed website. Leadership encourages consistent communication by teachers to the families of each students for all occasions; successes, concerns, etc. The school has developed a warm and welcoming environment that invites parent involvement and participation in the variety of planned activities and learning opportunities. We continue to improve in promoting parent participation in the SBDM process and attempt to educate the masses on the importance of this process. We have worked on developing a stronger PTA who advocates for the students and spreads the word on the difficult work of the school.

Report Summary

Scores By Section



# **Improvement Plan Stakeholder Involvement**



**Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The improvement plan process begins with a day of data disaggregation when state assessment scores become available. Stakeholders include administrators, teachers, and support staff. Test data was sorted, groups, and analyzed by this group. Comparison were made to previous years and to district proficiency assessment results. Stakeholders then determined where gaps were a factor and listed priorities for groups, grade levels, and content areas. These priorities were gathered and merged and used to determine needs for the school improvement plan. The initial plan was then taken to a regular monthly parent meeting to encourage feedback from this group of stakeholders. Suggestions and concerns were taken into consideration and included in the initial plan. This plan was then taken to the SBDM council, which includes elected parents and teachers, to be discussed and refine

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

All stakeholders were included in the process of the improvement plan process. Administrators shared information with community groups, parents/guardians, teachers, and support staff. Parent, student, and staff surveys were considered when gathering information and suggestions for writing the plan. Each stakeholder's opinions were taken into consideration, with priority needs in the forefront.

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

The final improvement plan is shared with all stakeholders in a similar fashion to it's creation. Parents will have the opportunity to read a final draft at a monthly parent meeting. Teachers and support staff are given a copy to review, and SBDM council members will make necessary changes to the final draft. The completed version will be available online and in print form for all stakeholders.

## **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Our data tells us that progress is being made in some areas and with some gap groups, but also that our increasing number of English Language Learners is challenging us to increase proficiency and lower novice in all content areas. Coral Ridge is intentionally using student assessment data to monitor understanding of KCAS and KY Core Content standards. Common formative assessments are being developed to monitor daily understanding, and then proficiency assessments are given to check understanding of each unit of study. Students are being identified in specific gap groups to better serve their individual needs. Professional learning communities are established where conversations are on-going about student work and evaluation results so that instruction can be adjusted/improved to increase understanding. Intentional and specific intervention scheduling in grades K-5 has provided protected time for working with struggling students. Universal screening is used to track student progress and to place students in RTI tier groups for intervention or enrichment. Baseline data identifies students who qualify for intervention services, and progress monitoring data tells us how many students have shown improvement and been moved to a less intensive tier. We are currently working on designing schedules that support student learning in the classroom while also providing for the needs of English language learners and all other ethnic/economic groups. ESL and ECE teams meet monthly with district resource teachers to monitor student progress and track effective strategies. The FRC and school personnel continue to track student attendance issues and communicate with parents, putting assistance in place for students who have had difficulties coming to school. Continuing education for teachers on KCAS, studying formative and proficiency assessments, and analyzing student results guides us in providing needed interventions and differentiated instruction to lead us to continued progress on the state assessment.

## **Areas of Strengths**

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

Coral Ridge has established an intervention schedule that works for reading, math, and behavior. Based on the study of all small group interventions, Coral Ridge students who have come to Kindergarten unprepared (65%) are documented to make significant gains by 2nd grade. Comparing 2016KPREP test results to district and state averages, Coral Ridge has shown that even with 92% gap students, we can increase learning and achievement while reducing novice. With an overall increase in Reading proficiency and reduction in Novice, with ECE students and African Americans scoring well above both the state and district. An overall increase in math showed that CR scored above the district average, and with males, African Americans, ECE, F/R, and Hispanics scoring above both state and district. In Writing On-Demand CR scored above the district and state overall and in all gap groups. Teachers continue to work in Professional Learning Communities and have regular conversations about students. Coral Ridge have a better grasp on individual student progress due to systematic progress monitoring, as well as identified universal screenings and RTI time blocks. Teachers are held accountable for implementation of interventions and progress monitoring weekly and bimonthly. The RTI team meets to review data and problem solve where needed. Systems are in place to identify specific skill weaknesses and small group interventions are able to target those needs directly.

## **Opportunities for Improvement**

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

Coral Ridge teachers continue to improve in the area of data analysis. The PLC pilot initiative with a DuFours' consultant the past has been a guideline for success in that area. Continued PLC work will strengthen horizontal and vertical teams in developing common assessments and analyzing results. Data collection and monitoring has become more efficient and improvement has been seen in student achievement so far this year. A Goal Clarity Coach and RTI lead are essential for the success of all students. Part time interventionists are also in place to allow teachers to group students by specific needs and levels of understanding. Tier II and Tier III students work with the most highly qualified staff members. Intervention groups meet within the classroom to be more time efficient so that students do not miss core area activities. Teachers continue to participate in school based PD on differentiation, becoming more effective in meeting the diverse needs of students. Attention is being increased for our ELL students who come to school from all over the world without school experience and also language barriers. We continue to educate ourselves on how to support these students and put plans in place to increase their success.

## **Conclusion**

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

Coral Ridge's next steps are to continue the Professional Learning Community work and strengthen our collaborative culture, particularly with ESL and ECE support. Teachers are supported with professional development and common planning times so they can continue to develop teams that work together for student success. We will continue to address the needs of all students through intervention and small group work, using a variety of funds to employ much needed interventionists and support staff. The SBDM council will regularly review and update the CSIP based on data and student achievement outcomes, including Novice Reduction. Professional development will be fine-tuned to meet the needs of every teacher, and technology will be updated and integrated in every classroom in order to enhance learning experiences. Our purpose is to help every child be successful regardless of their background, ethnicity, gender, or unique needs. Coral Ridge will make the effort to work together as a team with teachers, students, families, and community members to help our students succeed.



# **2016-17 Comprehensive School Improvement Plan**

# Overview

**Plan Name**

2016-17 Comprehensive School Improvement Plan

**Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.	Objectives: 3 Strategies: 5 Activities: 6	Academic	\$139620
2	Coral Ridge will demonstrate proficiency in Program Reviews for Arts & Humanities and Practical Living/Career Studies.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$12993
3	Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.	Objectives: 7 Strategies: 7 Activities: 9	Academic	\$19177
4	Instructional Resources	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3000
5	Gap Novice Reduction	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2000

## Goal 1: Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP.

### Strategy 1:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157	Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs
Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0	No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

## Comprehensive School Improvement Plan

Coral Ridge Elementary

### Strategy 2:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction, Academic Support Program	10/05/2016	05/26/2017	\$0	No Funding Required	GCC

### Strategy 3:

PGES - Based on PGES data from 2015-16, 2% of teaching staff scored an overall Developing. Based on this data, teachers will be coached to improve instructional practices.

Category: Professional Learning & Support

Activity - PGES implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers meet with administration to develop growth plans and set student growth goals. Administration also provides effective feedback to teachers and make suggestions for areas of growth. Information collected using the TELL Kentucky Survey will also provide feedback from teachers on areas detrimental to instruction improvement.	Professional Learning	08/10/2016	05/01/2017	\$0	No Funding Required	Principal, Asst. Principal

### Measurable Objective 2:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy 1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$3303	Title I Schoolwide, Other	Principal, GCC, AP, Counselor

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy 1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160	Other	Principal, GCC, RTI Lead, RTI team

## Goal 2: Coral Ridge will demonstrate proficiency in Program Reviews for Arts & Humanities and Practical Living/Career Studies.

### Measurable Objective 1:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Art & Humanities by 05/26/2017 as measured by as measured by an indepth study by the Arts & Humanities team for Program Reviews.

### Strategy 1:

A/H committee - The school has established an Arts & Humanities team, that includes the Arts & Humanities teacher and classroom teachers, who work together to ensure A/H is integrated in programs throughout the school. They have analyzed the standards for A/H Program Reviews and make plans to cover all areas for proficiency and to identify evidence.

Category: Continuous Improvement

Research Cited: Program Review rubric from KDE; Friend, M. (2008), Co-Teach;

Activity - Fund for the Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Fund for the Arts grant provides opportunities for students to experience dance and drama productions through field trips, and to take part in classes provided by guest artists at school. It also provides learning experiences for teachers and helps with integration in the regular classroom.	Academic Support Program	09/12/2016	05/26/2017	\$3649	Other	Principal, Arts & Humanities teacher

### Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Practical Living by 08/15/2016 as measured by as measured by an indepth study by the PLCS team for Program Reviews.

### Strategy 1:

PLCS committee - The school has established a Practical Living/Career Studies committee, that includes the Physical Education teacher, school nurse, Family Resource Coordinator, and classroom teachers, who work together to ensure PLCS is integrated into programs throughout the school. They have analyzed the standards for PLCS Program Reviews and made plans to cover all areas for proficiency.

Category: Continuous Improvement

Research Cited: KDE Program Review rubric; Sprick, R (2009), Champs; Wong, H (2004) The First Days of Schools; CDC Health topics; Framework for 21st Century Learning,

Activity - Health Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Coral Ridge Elementary

The school nurse and Family Resource Coordinator collaborate to plan and implement community and health event/clubs that engage students and families in meaningful ways. In order to enhance student learning in the areas of career studies and healthy living and offer information to parents and community members, a wide variety of health professionals and opportunities are accessed to provide services. Information is sent to the school community via newsletters, emails, student agendas, etc. Parents will have the opportunity to provide feedback to the school to determine what experiences were valuable to them.	Community Engagement	08/15/2016	05/26/2017	\$400	General Fund	School Nurse, FRC, school committees
---	----------------------	------------	------------	-------	--------------	--------------------------------------

Activity - Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM council regularly reviews and updates all school policies. Currently the school wellness policy states that "Engaging students in physical activities not only promotes health and fitness but teaches students valuable lessons in teamwork, discipline, citizenship, following rules, listening and problem solving." According to policy, every student at Coral Ridge will participate in 20 minutes of moderate to vigorous physical activity each day. Teachers will make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. The SBDM council chooses to use student recovery funds to hire an Instructor III who specializes in Physical Education and wellness. When possible, physical activity should be integrated into learning. Coral Ridge will also implement the nutritional standards required by federal and state laws and regulations.	Policy and Process	08/15/2016	05/26/2017	\$8444	Title I Schoolwide	Principal, SBDM members

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coral Ridge holds a career fair to enhance learning in the area of Career Studies. Guest speakers will present information in K-5 classrooms, while students and staff prepare products to demonstrate learning to establish a chosen career opportunity. Activities will focus on careers and higher learning opportunities, and will include goal setting and decision making skills. The counselor will also provide students with opportunities to visit college campuses and take part in learning experiences that support future learning. Parents and community members will have the opportunity to provide feedback on the event.	Career Preparation/Orientation	09/12/2016	05/26/2017	\$500	General Fund	Assistant Principal, Counselor

### Goal 3: Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.

#### Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts in Reading by 05/26/2017 as measured by progress monitoring with district and common formative assessments.



**Strategy 1:**

Instructional Materials - Purchase and integrate reading materials into daily shared & guided reading lessons that are of high interest to students of either gender, and also students of different ethnical backgrounds. We will purchase books and periodicals that include informational texts and nonfiction topics that will better engage all student groups. Involving students in the selection process will also increase their attentiveness in their reading. All children want to see characters like themselves in their reading. Materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. It will also benefit other subject areas to integrate reading materials that tie in social studies and science topics.

Category: Learning Systems

Research Cited: One resource for materials of particular interest to African American boys is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]). Also, findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness, found that girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002).

Activity - Informational & Nonfiction text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000	General Fund	Assistant Principal, GCC

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students with specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182	KETS	Principal, Asst. Principal, STC, Tech committee

**Measurable Objective 2:**

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments and district proficiency assessments.

**Strategy 1:**

PLC for math - Grade level teams will meet regularly as a PLC to create lessons/units and common assessments for mathematics instruction. Teachers will analyze student work and assessment data to determine student understanding of the KCAS for math. They will also identify students who need extra assistance or enrichment

## Comprehensive School Improvement Plan

Coral Ridge Elementary

through intervention, targeting gap groups

Category: Continuous Improvement

Research Cited: DuFours

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995	Title I Schoolwide	Principal, GCC, Interventionists, RTI Lead
Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math, an online math fluency software, has been purchased and is being used by all students grades 1-5 to support and strengthen skills in math. This activity is encouraged daily in and out of school.	Academic Support Program	08/08/2016	05/26/2017	\$0		Reflex Math administrators, GCC, Principal

### Measurable Objective 3:

A 8% increase of Fourth grade students will demonstrate a proficiency on Next Generation Science Standards in Science by 05/26/2017 as measured by common formative assessments and district proficiency assessments..

#### Strategy 1:

NGSS - Teachers will design and plan instruction based on the Next Generation Science Standards (NGSS). Instructional modules will be provided by the district for teaching the new standards and the school will strive to update reading materials that will support their implementation. Teachers will also continue to integrate informational writing into science content.

Category: Continuous Improvement

Research Cited: National Writing Project; Ruby Payne; Haward, G (1994), We Can't Teach What We Don't Know; Eric Jenson

Activity - PD for Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0	No Funding Required	District PD at Gheens, Principal, GCC, Science Lead

### Measurable Objective 4:

A 10% increase of Fifth grade students will demonstrate a proficiency on standards in Social Studies by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and state social studies assessments.

#### Strategy 1:

Instructional Configuration - Two teachers will be responsible for teaching 4th and 5th grade social studies. The two will collaborate to create vertical plans and formative assessments to ensure all content is being covered leading up the to 5th grade KPREP assessment. Fourth grade will focus on KAS for Kentucky Social

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Studies, and 5th grade will focus on American Social Studies. Vertical meetings will be held time to time for grades K-5 to discover what content should be covered at each grade level, and to analyze student learning.

Category: Learning Systems

Research Cited: DuFours

Activity - Instruction and materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Direct Instruction, Academic Support Program	08/29/2016	05/26/2017	\$3000	General Fund	Principal, SS team, GCC

### Measurable Objective 5:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Writing by 05/26/2017 as measured by common writing assessments and KPREP Language Mechanics and On-Demand Writing assessments.

#### Strategy 1:

Schoolwide Writing plan - A schoolwide writing plan has been established. PLC and vertical team discussions will continue to analyze the process at each grade level and create a continuum for student progress. Teachers will continue to take part in a variety of professional development focused on writing, keeping new teachers up to date with the rest of the team. Writing will be focused on during several faculty meetings, where teachers will work together in teams to analyze student work and develop a vertical plan for student progress.

Category: Professional Learning & Support

Research Cited: Dufours, Louisville/National Writing Project, Tomlinson, CA (2006), Integrating Differentiated Instruction and Understanding by Design.

Activity - Literacy Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0	No Funding Required	Principal, GCC, District PD staff

### Measurable Objective 6:

10% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by lowering the number of these students scoring novice in English Language Arts by 05/26/2017 as measured by ongoing formative assessments, ESL assessments, district proficiency assessments, and KPREP.

#### Strategy 1:

ESL/ECE collaboration - Classroom teachers will work closely with ESL teachers, ECE teachers, and other support personnel to ensure the needs of our English language learners and African American students are receiving the services necessary to increase learning and achievement.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Category: Continuous Improvement

Activity - Team meetings/trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	GCC, Counselor, District resource teachers

### Measurable Objective 7:

5% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by reducing the number of novice students in Mathematics by 05/26/2017 as measured by classroom formative assessments, district proficiency assessments, and KPREP.

### Strategy 1:

Interventions - Math interventions will focus on individual student needs as aligned with Common Core Standards. Interventions are provided daily and focus on specific skills for each student. Students are divided into tier groups based on assessment data and are monitored by the teacher and RTI team.

Category: Continuous Improvement

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0	No Funding Required	Reflex math admin. team, Principal, interventionist

## Goal 4: Instructional Resources

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math by having access to instructional materials matched to KCAS in Mathematics by 05/26/2017 as measured by proficiency performances on district proficiency assessments and KPREP.

### Strategy 1:

Instructional Resources for Math - General funds will be used to purchase updated mathematics materials that support the Common Core Mathematics Standards, including manipulatives, student work books, Reflex Math, and other updated teacher materials.

Category: Learning Systems

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Instructional Materials for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Leadership Team investigates instructional materials needed to provide support for teaching the Common Core Mathematics Standards. Support materials, such as manipulatives, will also be investigated for purchase.	Academic Support Program	08/08/2016	05/26/2017	\$3000	General Fund	Principal, Math lead

## Goal 5: Gap Novice Reduction

### Measurable Objective 1:

10% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by demonstrating a decrease in novice in Reading by 05/26/2017 as measured by 2017 KPREP.

### Strategy 1:

Reading Intervention - Reading interventions are in place to target all students needs based on disaggregated data that is collected and analyzed regularly throughout the school year. Specific activities and instructional strategies will target gaps in achievement and assist both underperforming and over-achieving students. Additional time will include multiple and specific strategies for students with needs that go beyond the normal school day.

Category:

Research Cited: Reading Recovery, Shore, C (2009) A Comprehensive RTI Model

Activity - Accommodation Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodators will be assigned to students at the beginning of the school year. These support staff will work individually or in very small groups to provide consistent accommodations for ECE/ESL students during proficiency assessments throughout the year, and then on the KPREP. The process will build relationships between students and accommodators and provide needed supports to show accurate learning.	Academic Support Program	09/12/2016	05/19/2017	\$0	No Funding Required	Counselor, GCC, instructional assistants, ESL and ECE teachers

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school interventions will be provided for ELL, ESL, and ESS students, targeting their specific needs. Lexia Core 5 reading, running records, DRA, and formative classroom assessments will identify student weaknesses and suggest intervention groups for students with like needs. Interventionists will meet with small groups after school. The FRC has arranged for a team of teachers will provide these services at a neighborhood club house in order to meet the needs of our growing Hispanic population. Other teachers will provide intervention services at school.	Academic Support Program	01/03/2017	05/04/2017	\$2000	General Fund	FRC, Principal, GCC, interventionists

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for Science	Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0	District PD at Gheens, Principal, GCC, Science Lead
AP Pull-out groups	AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction, Academic Support Program	10/05/2016	05/26/2017	\$0	GCC
Accommodation Support	Accommodators will be assigned to students at the beginning of the school year. These support staff will work individually or in very small groups to provide consistent accommodations for ECE/ESL students during proficiency assessments throughout the year, and then on the KPREP. The process will build relationships between students and accommodators and provide needed supports to show accurate learning.	Academic Support Program	09/12/2016	05/19/2017	\$0	Counselor, GCC, instructional assistants, ESL and ECE teachers
PGES implementation	All teachers meet with administration to develop growth plans and set student growth goals. Administration also provides effective feedback to teachers and make suggestions for areas of growth. Information collected using the TELL Kentucky Survey will also provide feedback from teachers on areas detrimental to instruction improvement.	Professional Learning	08/10/2016	05/01/2017	\$0	Principal, Asst. Principal
Formative Assessments for Reading	Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0	Principal, GCC, RTI Lead, RTI team, ECE consultant

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Literacy Committee	A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0	Principal, GCC, District PD staff
Team meetings/trainings	ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0	GCC, Counselor, District resource teachers
Reflex Math	Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0	Reflex math admin. team, Principal, interventionist
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI intervention for Reading	A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157	Principal, Counselor, RTI Lead, Interventionists, PLCs
Math Interventions	The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995	Principal, GCC, Interventionists, RTI Lead
Professional Development	Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1318	Principal, GCC, AP, Counselor

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Wellness	The SBDM council regularly reviews and updates all school policies. Currently the school wellness policy states that "Engaging students in physical activities not only promotes health and fitness but teaches students valuable lessons in teamwork, discipline, citizenship, following rules, listening and problem solving." According to policy, every student at Coral Ridge will participate in 20 minutes of moderate to vigorous physical activity each day. Teachers will make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. The SBDM council chooses to use student recovery funds to hire an Instructor III who specializes in Physical Education and wellness. When possible, physical activity should be integrated into learning. Coral Ridge will also implement the nutritional standards required by federal and state laws and regulations.	Policy and Process	08/15/2016	05/26/2017	\$8444	Principal, SBDM members
<b>Total</b>					\$131914	

### KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students with specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182	Principal, Asst. Principal, STC, Tech committee
<b>Total</b>					\$11182	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Materials for Math	The Instructional Leadership Team investigates instructional materials needed to provide support for teaching the Common Core Mathematics Standards. Support materials, such as manipulatives, will also be investigated for purchase.	Academic Support Program	08/08/2016	05/26/2017	\$3000	Principal, Math lead
Informational & Nonfiction text	Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000	Assistant Principal, GCC



## Comprehensive School Improvement Plan

Coral Ridge Elementary

College and Career Readiness	Coral Ridge holds a career fair to enhance learning in the area of Career Studies. Guest speakers will present information in K-5 classrooms, while students and staff prepare products to demonstrate learning to establish a chosen career opportunity. Activities will focus on careers and higher learning opportunities, and will include goal setting and decision making skills. The counselor will also provide students with opportunities to visit college campuses and take part in learning experiences that support future learning. Parents and community members will have the opportunity to provide feedback on the event.	Career Preparation/Orientation	09/12/2016	05/26/2017	\$500	Assistant Principal, Counselor
Targeted Interventions	After school interventions will be provided for ELL, ESL, and ESS students, targeting their specific needs. Lexia Core 5 reading, running records, DRA, and formative classroom assessments will identify student weaknesses and suggest intervention groups for students with like needs. Interventionists will meet with small groups after school. The FRC has arranged for a team of teachers will provide these services at a neighborhood club house in order to meet the needs of our growing Hispanic population. Other teachers will provide intervention services at school.	Academic Support Program	01/03/2017	05/04/2017	\$2000	FRC, Principal, GCC, interventionists
Instruction and materials	The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Direct Instruction, Academic Support Program	08/29/2016	05/26/2017	\$3000	Principal, SS team, GCC
Health Awareness	The school nurse and Family Resource Coordinator collaborate to plan and implement community and health event/clubs that engage students and families in meaningful ways. In order to enhance student learning in the areas of career studies and healthy living and offer information to parents and community members, a wide variety of health professionals and opportunities are accessed to provide services. Information is sent to the school community via newsletters, emails, student agendas, etc. Parents will have the opportunity to provide feedback to the school to determine what experiences were valuable to them.	Community Engagement	08/15/2016	05/26/2017	\$400	School Nurse, FRC, school committees
<b>Total</b>					<b>\$10900</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Professional Development	Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1985	Principal, GCC, AP, Counselor
Fund for the Arts	A Fund for the Arts grant provides opportunities for students to experience dance and drama productions through field trips, and to take part in classes provided by guest artists at school. It also provides learning experiences for teachers and helps with integration in the regular classroom.	Academic Support Program	09/12/2016	05/26/2017	\$3649	Principal, Arts & Humanities teacher
RTI intervention for Math	Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160	Principal, GCC, RTI Lead, RTI team
Total					\$22794	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school works only with the in-house preschool program. Not all of these children continue at Coral Ridge, but Pre-K and K teachers meet at end of the school year to transition those who do. We have no connection to students who attend preschool programs elsewhere.	

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

Coral Ridge Elementary

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

Coral Ridge Elementary

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

## Comprehensive School Improvement Plan

Coral Ridge Elementary

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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



## Comprehensive School Improvement Plan

Coral Ridge Elementary

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## Introduction

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

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

## Planning and Accountability Requirements

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Measurable Objective 2:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1318 - Title I Schoolwide \$1985 - Other	Principal, GCC, AP, Counselor

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Academic Support Program Class Size Reduction	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

### Strategy2:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

### Goal 2:

Coral Ridge will demonstrate proficiency in Program Reviews for Arts & Humanities and Practical Living/Career Studies.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native,

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Art & Humanities by 05/26/2017 as measured by as measured by an indepth study by the Arts & Humanities team for Program Reviews.

### Strategy1:

A/H committee - The school has established an Arts & Humanities team, that includes the Arts & Humanities teacher and classroom teachers, who work together to ensure A/H is integrated in programs throughout the school. They have analyzed the standards for A/H Program Reviews and make plans to cover all areas for proficiency and to identify evidence.

Category: Continuous Improvement

Research Cited: Program Review rubric from KDE; Friend, M. (2008), Co-Teach;

Activity - Fund for the Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Fund for the Arts grant provides opportunities for students to experience dance and drama productions through field trips, and to take part in classes provided by guest artists at school. It also provides learning experiences for teachers and helps with integration in the regular classroom.	Academic Support Program	09/12/2016	05/26/2017	\$3649 - Other	Principal, Arts & Humanities teacher

### Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Practical Living by 08/15/2016 as measured by as measured by an indepth study by the PLCS team for Program Reviews.

### Strategy1:

PLCS committee - The school has established a Practical Living/Career Studies committee, that includes the Physical Education teacher, school nurse, Family Resource Coordinator, and classroom teachers, who work together to ensure PLCS is integrated into programs throughout the school. They have analyzed the standards for PLCS Program Reviews and made plans to cover all areas for proficiency.

Category: Continuous Improvement

Research Cited: KDE Program Review rubric; Sprick, R (2009), Champs; Wong, H (2004) The First Days of Schools; CDC Health topics; Framework for 21st Century Learning,

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council regularly reviews and updates all school policies. Currently the school wellness policy states that "Engaging students in physical activities not only promotes health and fitness but teaches students valuable lessons in teamwork, discipline, citizenship, following rules, listening and problem solving." According to policy, every student at Coral Ridge will participate in 20 minutes of moderate to vigorous physical activity each day. Teachers will make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. The SBDM council chooses to use student recovery funds to hire an Instructor III who specializes in Physical Education and wellness. When possible, physical activity should be integrated into learning. Coral Ridge will also implement the nutritional standards required by federal and state laws and regulations.	Policy and Process	08/15/2016	05/26/2017	\$8444 - Title I Schoolwide	Principal, SBDM members

Activity - Health Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school nurse and Family Resource Coordinator collaborate to plan and implement community and health event/clubs that engage students and families in meaningful ways. In order to enhance student learning in the areas of career studies and healthy living and offer information to parents and community members, a wide variety of health professionals and opportunities are accessed to provide services. Information is sent to the school community via newsletters, emails, student agendas, etc. Parents will have the opportunity to provide feedback to the school to determine what experiences were valuable to them.	Community Engagement	08/15/2016	05/26/2017	\$400 - General Fund	School Nurse, FRC, school committees

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coral Ridge holds a career fair to enhance learning in the area of Career Studies. Guest speakers will present information in K-5 classrooms, while students and staff prepare products to demonstrate learning to establish a chosen career opportunity. Activities will focus on careers and higher learning opportunities, and will include goal setting and decision making skills. The counselor will also provide students with opportunities to visit college campuses and take part in learning experiences that support future learning. Parents and community members will have the opportunity to provide feedback on the event.	Career Preparation/ Orientation	09/12/2016	05/26/2017	\$500 - General Fund	Assistant Principal, Counselor

### Goal 3:

Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.

### Measurable Objective 1:



## Comprehensive School Improvement Plan

Coral Ridge Elementary

5% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by reducing the number of novice students in Mathematics by 05/26/2017 as measured by classroom formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Interventions - Math interventions will focus on individual student needs as aligned with Common Core Standards. Interventions are provided daily and focus on specific skills for each student. Students are divided into tier groups based on assessment data and are monitored by the teacher and RTI team.

Category: Continuous Improvement

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Reflex math admin. team, Principal, interventionist

### Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments and district proficiency assessments.

### Strategy1:

PLC for math - Grade level teams will meet regularly as a PLC to create lessons/units and common assessments for mathematics instruction. Teachers will analyze student work and assessment data to determine student understanding of the KCAS for math. They will also identify students who need extra assistance or enrichment through intervention, targeting gap groups

Category: Continuous Improvement

Research Cited: DuFours

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math, an online math fluency software, has been purchased and is being used by all students grades 1-5 to support and strengthen skills in math. This activity is encouraged daily in and out of school.	Academic Support Program	08/08/2016	05/26/2017		Reflex Math administrators, GCC, Principal

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995 - Title I Schoolwide	Principal, GCC, Interventionists, RTI Lead

### Measurable Objective 3:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Writing by 05/26/2017 as measured by common writing assessments and KPREP Language Mechanics and On-Demand Writing assessments.

### Strategy1:

Schoolwide Writing plan - A schoolwide writing plan has been established. PLC and vertical team discussions will continue to analyze the process at each grade level and create a continuum for student progress. Teachers will continue to take part in a variety of professional development focused on writing, keeping new teachers up to date with the rest of the team. Writing will be focused on during several faculty meetings, where teachers will work together in teams to analyze student work and develop a vertical plan for student progress.

Category: Professional Learning & Support

Research Cited: Dufours, Louisville/National Writing Project, Tomlinson, CA (2006), Integrating Differentiated Instruction and Understanding by Design.

Activity - Literacy Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, District PD staff

### Measurable Objective 4:

10% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by lowering the number of these students scoring novice in English Language Arts by 05/26/2017 as measured by ongoing formative assessments, ESL assessments, district proficiency assessments, and KPREP.

### Strategy1:

ESL/ECE collaboration - Classroom teachers will work closely with ESL teachers, ECE teachers, and other support personnel to ensure the needs of our English language learners and African American students are receiving the services necessary to increase learning and achievement.

Category: Continuous Improvement

Research Cited:

Activity - Team meetings/trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	GCC, Counselor, District resource teachers

### Measurable Objective 5:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

A 10% increase of Fifth grade students will demonstrate a proficiency on standards in Social Studies by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and state social studies assessments.

### Strategy1:

Instructional Configuration - Two teachers will be responsible for teaching 4th and 5th grade social studies. The two will collaborate to create vertical plans and formative assessments to ensure all content is being covered leading up the to 5th grade KPREP assessment. Fourth grade will focus on KAS for Kentucky Social Studies, and 5th grade will focus on American Social Studies. Vertical meetings will be held time to time for grades K-5 to discover what content should be covered at each grade level, and to analyze student learning.

Category: Learning Systems

Research Cited: DuFours

Activity - Instruction and materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Academic Support Program Direct Instruction	08/29/2016	05/26/2017	\$3000 - General Fund	Principal, SS team, GCC

### Measurable Objective 6:

A 8% increase of Fourth grade students will demonstrate a proficiency on Next Generation Science Standards in Science by 05/26/2017 as measured by common formative assessments and district proficiency assessments..

### Strategy1:

NGSS - Teachers will design and plan instruction based on the Next Generation Science Standards (NGSS). Instructional modules will be provided by the district for teaching the new standards and the school will strive to update reading materials that will support their implementation. Teachers will also continue to integrate informational writing into science content.

Category: Continuous Improvement

Research Cited: National Writing Project; Ruby Payne; Haward, G (1994), We Can't Teach What We Don't Know; Eric Jenson

Activity - PD for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0 - No Funding Required	District PD at Gheens, Principal, GCC, Science Lead

### Measurable Objective 7:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts in Reading by 05/26/2017 as measured by progress monitoring with district and common formative assessments.

### Strategy1:

Instructional Materials - Purchase and integrate reading materials into daily shared & guided reading lessons that are of high interest to students of either gender, and also students of different ethnical backgrounds. We will purchase books and periodicals that include informational texts and nonfiction topics that will better engage all student groups. Involving students in the selection process will also increase their attentiveness in their reading. All children want to see characters like themselves in their reading. Materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. It will also benefit other subject areas to integrate reading materials that tie in social studies and science topics.

Category: Learning Systems

Research Cited: One resource for materials of particular interest to African American boys is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]. Also, findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness, found that girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002).

Activity - Informational & Nonfiction text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000 - General Fund	Assistant Principal, GCC

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students with specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182 - KETS	Principal, Asst. Principal, STC, Tech committee

### Goal 4:

Coral Ridge will increase the percentage of effective teachers by 2% from 2016 to 2020.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

---

### Measurable Objective 1:

collaborate to set baseline data in 2016 from first year of implementation by 05/01/2017 as measured by the components of the PGES system.

### Strategy1:

PGES Implementation - Based on PGES data from 2015-16, 2% of teaching staff scored an overall Developing. Based on this data, teachers will be coached to improve instructional practices. All teachers meet with administration to develop growth plans and set student growth goals. Administration also provides effective feedback to teachers and make suggestions for areas of growth. Information collected using the TELL Kentucky Survey will also provide feedback from teachers on areas detrimental to instruction improvement.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Further develop the Instructional Leadership Team to build capacity within the school and to develop an implementation plan that will improve teaching and learning.	Academic Support Program Professional Learning	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, Asst. Principal

### Goal 5:

Instructional Resources

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math by having access to instructional materials matched to KCAS in Mathematics by 05/26/2017 as measured by proficiency performances on district proficiency assessments and KPREP.

### Strategy1:

Instructional Resources for Math - General funds will be used to purchase updated mathematics materials that support the Common Core Mathematics Standards, including manipulatives, student work books, Reflex Math, and other updated teacher materials.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Instructional Materials for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Leadership Team investigates instructional materials needed to provide support for teaching the Common Core Mathematics Standards. Support materials, such as manipulatives, will also be investigated for purchase.	Academic Support Program	08/08/2016	05/26/2017	\$3000 - General Fund	Principal, Math lead

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

### Strategy2:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction Academic Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

### Measurable Objective 2:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Measurable Objective 3:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1985 - Other \$1318 - Title I Schoolwide	Principal, GCC, AP, Counselor

### Goal 2:

Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.



## Comprehensive School Improvement Plan

Coral Ridge Elementary

### Measurable Objective 1:

10% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by lowering the number of these students scoring novice in English Language Arts by 05/26/2017 as measured by ongoing formative assessments, ESL assessments, district proficiency assessments, and KPREP.

### Strategy1:

ESL/ECE collaboration - Classroom teachers will work closely with ESL teachers, ECE teachers, and other support personnel to ensure the needs of our English language learners and African American students are receiving the services necessary to increase learning and achievement.

Category: Continuous Improvement

Research Cited:

Activity - Team meetings/trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	GCC, Counselor, District resource teachers

### Measurable Objective 2:

A 8% increase of Fourth grade students will demonstrate a proficiency on Next Generation Science Standards in Science by 05/26/2017 as measured by common formative assessments and district proficiency assessments..

### Strategy1:

NGSS - Teachers will design and plan instruction based on the Next Generation Science Standards (NGSS). Instructional modules will be provided by the district for teaching the new standards and the school will strive to update reading materials that will support their implementation. Teachers will also continue to integrate informational writing into science content.

Category: Continuous Improvement

Research Cited: National Writing Project; Ruby Payne; Haward, G (1994), We Can't Teach What We Don't Know; Eric Jenson

Activity - PD for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0 - No Funding Required	District PD at Gheens, Principal, GCC, Science Lead

### Measurable Objective 3:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments and district proficiency assessments.

### Strategy1:

PLC for math - Grade level teams will meet regularly as a PLC to create lessons/units and common assessments for mathematics instruction. Teachers will analyze student work and assessment data to determine student understanding of the KCAS for math. They will also identify students who need extra assistance or enrichment through intervention, targeting gap groups

Category: Continuous Improvement

Research Cited: DuFours

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995 - Title I Schoolwide	Principal, GCC, Interventionists, RTI Lead

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math, an online math fluency software, has been purchased and is being used by all students grades 1-5 to support and strengthen skills in math. This activity is encouraged daily in and out of school.	Academic Support Program	08/08/2016	05/26/2017		Reflex Math administrators, GCC, Principal

### Measurable Objective 4:

5% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by reducing the number of novice students in Mathematics by 05/26/2017 as measured by classroom formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Interventions - Math interventions will focus on individual student needs as aligned with Common Core Standards. Interventions are provided daily and focus on specific skills for each student. Students are divided into tier groups based on assessment data and are monitored by the teacher and RTI team.

Category: Continuous Improvement

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Reflex math admin. team, Principal, interventionist

### Measurable Objective 5:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

A 10% increase of Fifth grade students will demonstrate a proficiency on standards in Social Studies by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and state social studies assessments.

### Strategy1:

Instructional Configuration - Two teachers will be responsible for teaching 4th and 5th grade social studies. The two will collaborate to create vertical plans and formative assessments to ensure all content is being covered leading up to the 5th grade KPREP assessment. Fourth grade will focus on KAS for Kentucky Social Studies, and 5th grade will focus on American Social Studies. Vertical meetings will be held time to time for grades K-5 to discover what content should be covered at each grade level, and to analyze student learning.

Category: Learning Systems

Research Cited: DuFours

Activity - Instruction and materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Academic Support Program Direct Instruction	08/29/2016	05/26/2017	\$3000 - General Fund	Principal, SS team, GCC

### Measurable Objective 6:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts in Reading by 05/26/2017 as measured by progress monitoring with district and common formative assessments.

### Strategy1:

Instructional Materials - Purchase and integrate reading materials into daily shared & guided reading lessons that are of high interest to students of either gender, and also students of different ethnical backgrounds. We will purchase books and periodicals that include informational texts and nonfiction topics that will better engage all student groups. Involving students in the selection process will also increase their attentiveness in their reading. All children want to see characters like themselves in their reading. Materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. It will also benefit other subject areas to integrate reading materials that tie in social studies and science topics.

Category: Learning Systems

Research Cited: One resource for materials of particular interest to African American boys is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]). Also, findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness, found that girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002).

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Informational & Nonfiction text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000 - General Fund	Assistant Principal, GCC

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students will specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182 - KETS	Principal, Asst. Principal, STC, Tech committee

### Measurable Objective 7:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Writing by 05/26/2017 as measured by common writing assessments and KPREP Language Mechanics and On-Demand Writing assessments.

### Strategy1:

Schoolwide Writing plan - A schoolwide writing plan has been established. PLC and vertical team discussions will continue to analyze the process at each grade level and create a continuum for student progress. Teachers will continue to take part in a variety of professional development focused on writing, keeping new teachers up to date with the rest of the team. Writing will be focused on during several faculty meetings, where teachers will work together in teams to analyze student work and develop a vertical plan for student progress.

Category: Professional Learning & Support

Research Cited: Dufours, Louisville/National Writing Project, Tomlinson, CA (2006), Integrating Differentiated Instruction and Understanding by Design.

Activity - Literacy Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, District PD staff

### Goal 3:

Coral Ridge will increase the percentage of effective teachers by 2% from 2016 to 2020.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

---

### Measurable Objective 1:

collaborate to set baseline data in 2016 from first year of implementation by 05/01/2017 as measured by the components of the PGES system.

### Strategy1:

PGES Implementation - Based on PGES data from 2015-16, 2% of teaching staff scored an overall Developing. Based on this data, teachers will be coached to improve instructional practices. All teachers meet with administration to develop growth plans and set student growth goals. Administration also provides effective feedback to teachers and make suggestions for areas of growth. Information collected using the TELL Kentucky Survey will also provide feedback from teachers on areas detrimental to instruction improvement.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Further develop the Instructional Leadership Team to build capacity within the school and to develop an implementation plan that will improve teaching and learning.	Professional Learning Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, Asst. Principal

### Goal 4:

Instructional Resources

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math by having access to instructional materials matched to KCAS in Mathematics by 05/26/2017 as measured by proficiency performances on district proficiency assessments and KPREP.

### Strategy1:

Instructional Resources for Math - General funds will be used to purchase updated mathematics materials that support the Common Core Mathematics Standards, including manipulatives, student work books, Reflex Math, and other updated teacher materials.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Instructional Materials for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Leadership Team investigates instructional materials needed to provide support for teaching the Common Core Mathematics Standards. Support materials, such as manipulatives, will also be investigated for purchase.	Academic Support Program	08/08/2016	05/26/2017	\$3000 - General Fund	Principal, Math lead

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1985 - Other \$1318 - Title I Schoolwide	Principal, GCC, AP, Counselor

## Comprehensive School Improvement Plan

Coral Ridge Elementary

### Measurable Objective 2:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction Academic Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

### Strategy2:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.



# Comprehensive School Improvement Plan

Coral Ridge Elementary

## Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

## Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1318 - Title I Schoolwide \$1985 - Other	Principal, GCC, AP, Counselor

## Measurable Objective 2:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

## Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently

## Comprehensive School Improvement Plan

Coral Ridge Elementary

analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

### Strategy2:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction Academic Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house

## Comprehensive School Improvement Plan

Coral Ridge Elementary

PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1985 - Other \$1318 - Title I Schoolwide	Principal, GCC, AP, Counselor

### Measurable Objective 2:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations. These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Class Size Reduction Academic Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

### Strategy2:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

### Goal 2:

Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.

### Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a proficiency on standards in Social Studies by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and state social studies assessments.

### Strategy1:

Instructional Configuration - Two teachers will be responsible for teaching 4th and 5th grade social studies. The two will collaborate to create vertical plans and formative assessments to ensure all content is being covered leading up the to 5th grade KPREP assessment. Fourth grade will focus on KAS for Kentucky Social Studies, and 5th grade will focus on American Social Studies. Vertical meetings will be held time to time for grades K-5 to discover what content should be covered at each grade level, and to analyze student learning.

Category: Learning Systems

Research Cited: DuFours

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Instruction and materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Academic Support Program Direct Instruction	08/29/2016	05/26/2017	\$3000 - General Fund	Principal, SS team, GCC

### Measurable Objective 2:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Writing by 05/26/2017 as measured by common writing assessments and KPREP Language Mechanics and On-Demand Writing assessments.

### Strategy1:

Schoolwide Writing plan - A schoolwide writing plan has been established. PLC and vertical team discussions will continue to analyze the process at each grade level and create a continuum for student progress. Teachers will continue to take part in a variety of professional development focused on writing, keeping new teachers up to date with the rest of the team. Writing will be focused on during several faculty meetings, where teachers will work together in teams to analyze student work and develop a vertical plan for student progress.

Category: Professional Learning & Support

Research Cited: Dufours, Louisville/National Writing Project, Tomlinson, CA (2006), Integrating Differentiated Instruction and Understanding by Design.

Activity - Literacy Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, District PD staff

### Measurable Objective 3:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts in Reading by 05/26/2017 as measured by progress monitoring with district and common formative assessments.

### Strategy1:

Instructional Materials - Purchase and integrate reading materials into daily shared & guided reading lessons that are of high interest to students of either gender, and also students of different ethnical backgrounds. We will purchase books and periodicals that include informational texts and nonfiction topics that will better engage all student groups. Involving students in the selection process will also increase their attentiveness in their reading. All children want to see characters like themselves in their reading. Materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. It will also benefit other subject areas to integrate reading materials that tie in social studies and science topics.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Category: Learning Systems

Research Cited: One resource for materials of particular interest to African American boys is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]). Also, findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness, found that girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002).

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students with specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182 - KETS	Principal, Asst. Principal, STC, Tech committee

Activity - Informational & Nonfiction text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000 - General Fund	Assistant Principal, GCC

### Measurable Objective 4:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments and district proficiency assessments.

### Strategy1:

PLC for math - Grade level teams will meet regularly as a PLC to create lessons/units and common assessments for mathematics instruction. Teachers will analyze student work and assessment data to determine student understanding of the KCAS for math. They will also identify students who need extra assistance or enrichment through intervention, targeting gap groups

Category: Continuous Improvement

Research Cited: DuFours



## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995 - Title I Schoolwide	Principal, GCC, Interventionists, RTI Lead

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math, an online math fluency software, has been purchased and is being used by all students grades 1-5 to support and strengthen skills in math. This activity is encouraged daily in and out of school.	Academic Support Program	08/08/2016	05/26/2017		Reflex Math administrators, GCC, Principal

### Measurable Objective 5:

5% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by reducing the number of novice students in Mathematics by 05/26/2017 as measured by classroom formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Interventions - Math interventions will focus on individual student needs as aligned with Common Core Standards. Interventions are provided daily and focus on specific skills for each student. Students are divided into tier groups based on assessment data and are monitored by the teacher and RTI team.

Category: Continuous Improvement

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Reflex math admin. team, Principal, interventionist

### Measurable Objective 6:

A 8% increase of Fourth grade students will demonstrate a proficiency on Next Generation Science Standards in Science by 05/26/2017 as measured by common formative assessments and district proficiency assessments..

### Strategy1:

NGSS - Teachers will design and plan instruction based on the Next Generation Science Standards (NGSS). Instructional modules will be provided by the district for teaching the new standards and the school will strive to update reading materials that will support their implementation. Teachers will also continue to integrate informational writing into science content.

Category: Continuous Improvement

Research Cited: National Writing Project; Ruby Payne; Haward, G (1994), We Can't Teach What We Don't Know; Eric Jenson

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - PD for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0 - No Funding Required	District PD at Gheens, Principal, GCC, Science Lead

### Measurable Objective 7:

10% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by lowering the number of these students scoring novice in English Language Arts by 05/26/2017 as measured by ongoing formative assessments, ESL assessments, district proficiency assessments, and KPREP.

### Strategy1:

ESL/ECE collaboration - Classroom teachers will work closely with ESL teachers, ECE teachers, and other support personnel to ensure the needs of our English language learners and African American students are receiving the services necessary to increase learning and achievement.

Category: Continuous Improvement

Research Cited:

Activity - Team meetings/trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	GCC, Counselor, District resource teachers

### Goal 3:

Coral Ridge will increase the percentage of effective teachers by 2% from 2016 to 2020.

### Measurable Objective 1:

collaborate to set baseline data in 2016 from first year of implementation by 05/01/2017 as measured by the components of the PGES system.

### Strategy1:

PGES Implementation - Based on PGES data from 2015-16, 2% of teaching staff scored an overall Developing. Based on this data, teachers will be coached to improve instructional practices. All teachers meet with administration to develop growth plans and set student growth goals. Administration also provides effective feedback to teachers and make suggestions for areas of growth. Information collected using the TELL Kentucky Survey will also provide feedback from teachers on areas detrimental to instruction improvement.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Category: Continuous Improvement

Research Cited:

Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Further develop the Instructional Leadership Team to build capacity within the school and to develop an implementation plan that will improve teaching and learning.	Professional Learning Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, Asst. Principal

### Goal 4:

Instructional Resources

#### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math by having access to instructional materials matched to KCAS in Mathematics by 05/26/2017 as measured by proficiency performances on district proficiency assessments and KPREP.

#### Strategy1:

Instructional Resources for Math - General funds will be used to purchase updated mathematics materials that support the Common Core Mathematics Standards, including manipulatives, student work books, Reflex Math, and other updated teacher materials.

Category: Learning Systems

Research Cited:

Activity - Instructional Materials for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Leadership Team investigates instructional materials needed to provide support for teaching the Common Core Mathematics Standards. Support materials, such as manipulatives, will also be investigated for purchase.	Academic Support Program	08/08/2016	05/26/2017	\$3000 - General Fund	Principal, Math lead

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Coral Ridge will close the achievement gap for all gap students in all content areas, by increasing proficiency and decreasing novice in reading and math.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

### Measurable Objective 1:

A 8% increase of Fourth grade students will demonstrate a proficiency on Next Generation Science Standards in Science by 05/26/2017 as measured by common formative assessments and district proficiency assessments..

### Strategy1:

NGSS - Teachers will design and plan instruction based on the Next Generation Science Standards (NGSS). Instructional modules will be provided by the district for teaching the new standards and the school will strive to update reading materials that will support their implementation. Teachers will also continue to integrate informational writing into science content.

Category: Continuous Improvement

Research Cited: National Writing Project; Ruby Payne; Haward, G (1994), We Can't Teach What We Don't Know; Eric Jenson

Activity - PD for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development throughout the year on the Next Generation Science Standards and upcoming state science assessments. Differentiated instruction PD, informational writing, and Growth Mindset PD will also address student learning differences and what strategies work with students.	Professional Learning	09/12/2016	05/26/2017	\$0 - No Funding Required	District PD at Gheens, Principal, GCC, Science Lead

### Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments and district proficiency assessments.

### Strategy1:

PLC for math - Grade level teams will meet regularly as a PLC to create lessons/units and common assessments for mathematics instruction. Teachers will analyze student work and assessment data to determine student understanding of the KCAS for math. They will also identify students who need extra assistance or enrichment through intervention, targeting gap groups

Category: Continuous Improvement

Research Cited: DuFours

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach and part-time interventionist will work with classroom teachers to develop and provide effective math interventions. A 30 minute time block has been added to each schedule to support this effort, along with the use of Reflex Math.	Academic Support Program	08/15/2016	05/26/2017	\$2995 - Title I Schoolwide	Principal, GCC, Interventionists, RTI Lead

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math, an online math fluency software, has been purchased and is being used by all students grades 1-5 to support and strengthen skills in math. This activity is encouraged daily in and out of school.	Academic Support Program	08/08/2016	05/26/2017		Reflex Math administrators, GCC, Principal

### Measurable Objective 3:

A 10% increase of Fifth grade students will demonstrate a proficiency on standards in Social Studies by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and state social studies assessments.

### Strategy1:

Instructional Configuration - Two teachers will be responsible for teaching 4th and 5th grade social studies. The two will collaborate to create vertical plans and formative assessments to ensure all content is being covered leading up the to 5th grade KPREP assessment. Fourth grade will focus on KAS for Kentucky Social Studies, and 5th grade will focus on American Social Studies. Vertical meetings will be held time to time for grades K-5 to discover what content should be covered at each grade level, and to analyze student learning.

Category: Learning Systems

Research Cited: DuFours

Activity - Instruction and materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The social studies teachers will collaborate with to design and implement meaningful and rigorous social studies lessons and common assessments. Vertical teams will meet regularly to align grade level standards to ensure a progression to 5th grade social studies requirements. They will be able to continue their learning through district and grant-related professional development, and share information with colleagues. An evaluation of instructional materials will be done to determine the need to update materials, and purchases will be made to supplement current materials.	Direct Instruction Academic Support Program	08/29/2016	05/26/2017	\$3000 - General Fund	Principal, SS team, GCC

### Measurable Objective 4:

5% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by reducing the number of novice students in Mathematics by 05/26/2017 as measured by classroom formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Interventions - Math interventions will focus on individual student needs as aligned with Common Core Standards. Interventions are provided daily and focus on specific skills for each student. Students are divided into tier groups based on assessment data and are monitored by the teacher and RTI team.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex math program continues to be supported for use by all students and is used consistently to increase fluency in math skills.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Reflex math admin. team, Principal, interventionist

### Measurable Objective 5:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts in Reading by 05/26/2017 as measured by progress monitoring with district and common formative assessments.

### Strategy1:

Instructional Materials - Purchase and integrate reading materials into daily shared & guided reading lessons that are of high interest to students of either gender, and also students of different ethnical backgrounds. We will purchase books and periodicals that include informational texts and nonfiction topics that will better engage all student groups. Involving students in the selection process will also increase their attentiveness in their reading. All children want to see characters like themselves in their reading. Materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. It will also benefit other subject areas to integrate reading materials that tie in social studies and science topics.

Category: Learning Systems

Research Cited: One resource for materials of particular interest to African American boys is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]). Also, findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness, found that girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002).

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology committee and plan will contain specific needs for improving and enhancing technology usage across all grades and content areas. Data will be collected and analyzed regularly to determine hardware and software needs and updates. Data from specific software/apps (i.e. Lexia Core5, Study Island, Reading A-Z, Power Reading by Carbo, Reflex Math, etc.) will be disaggregated to evaluate the effectiveness of the programs for student achievement. Students with specific needs (i.e. ECE, ESL, Tier 3, etc.) will be targeted with specific technology to enhance and support gaps in achievement.	Technology	08/08/2016	05/26/2017	\$11182 - KETS	Principal, Asst. Principal, STC, Tech committee

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Informational & Nonfiction text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will receive reading materials that are of high interest for all gap groups. Content areas, such as social studies and science, will be integrated into reading instruction by providing chapter books and nonfiction books on specific topics.	Academic Support Program	08/15/2016	05/26/2017	\$2000 - General Fund	Assistant Principal, GCC

### Measurable Objective 6:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Writing by 05/26/2017 as measured by common writing assessments and KPREP Language Mechanics and On-Demand Writing assessments.

### Strategy1:

Schoolwide Writing plan - A schoolwide writing plan has been established. PLC and vertical team discussions will continue to analyze the process at each grade level and create a continuum for student progress. Teachers will continue to take part in a variety of professional development focused on writing, keeping new teachers up to date with the rest of the team. Writing will be focused on during several faculty meetings, where teachers will work together in teams to analyze student work and develop a vertical plan for student progress.

Category: Professional Learning & Support

Research Cited: Dufours, Louisville/National Writing Project, Tomlinson, CA (2006), Integrating Differentiated Instruction and Understanding by Design.

Activity - Literacy Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A literacy team/committee will be charged with analyzing the school-wide writing plan that communicates expectations of building a culture of writing in the school. Vertical and horizontal planning will be aligned with KCAS for English Language Arts, and student work will be analyzed and celebrated for success.	Academic Support Program	08/03/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, District PD staff

### Measurable Objective 7:

10% of Black or African-American and Hispanic or Latino students will demonstrate a proficiency by lowering the number of these students scoring novice in English Language Arts by 05/26/2017 as measured by ongoing formative assessments, ESL assessments, district proficiency assessments, and KPREP.

### Strategy1:

ESL/ECE collaboration - Classroom teachers will work closely with ESL teachers, ECE teachers, and other support personnel to ensure the needs of our English language learners and African American students are receiving the services necessary to increase learning and achievement.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Team meetings/trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL teachers, ECE teachers, and other support personnel will meet monthly to establish strategies, schedules, and collaborative systems to provide what is needed to support students in a variety of groups (i.e. ELL, ECE, F/R lunch, African American, and other ethnic groups). They will establish accommodation needs for students and work on mastering these skills to support students.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	GCC, Counselor, District resource teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

Based on Proficiency Delivery Targets, Coral Ridge will increase the averaged combined reading and math K-prep scores for elementary students from 46.4% in 2016 to 72.3% in 2019.

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase for skills in English Language Arts in Reading by 05/26/2017 as measured by district proficiency assessments and the 2016 KPREP .

### Strategy1:

Reading Interventions - Teachers will focus efforts on providing reading interventions for students with identified needs, based on ELA KCAS. Reading instruction will be individualized for each student based on assessment and performance data in a way that supports student achievement. Teachers and assistants will focus on Novice Reduction in reading by becoming more proficient in the delivery of intervention strategies. PLC teams will meet on a regular basis to identify struggling readers, their areas of need, and to analyze progress data to refine instructional practices. Teachers will be more equipped to provide rigorous experiences for all students. One and a half Reading Recovery teachers and two part-time interventionists will work with teachers to provide intervention supports for students.

Category: Learning Systems

Research Cited: Reading Recovery; Stiggins, R., Classroom Assessment; Marzano, RJ (2001) Classroom instruction that works: Research-based strategies for increasing student achievement; Shore, C (2009), A Comprehensive RTI Model



## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - Formative Assessments for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will continue to collaborate in developing a consistent common assessment plan that will monitor student progress based on KCAS, and then identify specific needs for intervention every month. Vertical and horizontal teams will meet regularly to analyze student data and provide feedback to students about their learning. The RTI team will meet monthly to analyze data collected by teacher and look for solutions for struggling students who show little or no progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, GCC, RTI Lead, RTI team, ECE consultant

Activity - RTI intervention for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A half hour time block is built into each classroom teacher's schedule to accommodate reading interventions. Reading interventionists and trained para-educators will assist teachers in delivering reading interventions. Student progress will be monitored every month by PLCs and the RTI team to determine the effectiveness of the intervention strategies being used. Reading Recovery will also be provided for lowest performing first graders.	Direct Instruction	08/15/2016	05/26/2017	\$119157 - Title I Schoolwide	Principal, Counselor, RTI Lead, Interventionists, PLCs

### Strategy2:

Advance Program - Students identified for the Advanced Program will be targeted to perform above and beyond grade level expectations.

These students are the ones identified to perform at or above proficiency.

Category: Continuous Improvement

Research Cited:

Activity - AP Pull-out groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students in 4th and 5th grade will be pulled to work in small groups. High level expectations will be in place to challenge these students and to develop higher thinking and problem solving skills.	Academic Support Program Class Size Reduction	10/05/2016	05/26/2017	\$0 - No Funding Required	GCC

### Measurable Objective 2:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for English Language Arts in Writing by 05/26/2017 as measured by classroom writing samples, common formative assessments, and KPREP scores...

### Strategy1:

Professional Learning - Teachers will take part in ongoing professional development hours for differentiated instruction and writing. In-house PD will be provided by the Principal, GCC, and teacher teams based on the needs of all content areas. Instructional strategies will be learned

## Comprehensive School Improvement Plan

Coral Ridge Elementary

so that teachers can better address the needs of all their students. Instructional strategies will include those that challenge all students and provide opportunities for ongoing writing in all content areas. Teachers will also be introduced to Growth Mindset and have the opportunity to take part in book studies which focus on engaging students.

Category: Professional Learning & Support

Research Cited: Research conducted by Dunn et al. (1995), revealed that instructional interventions designed to meet the learning needs of students led to a statistically significant increase in achievement. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take part in professional development opportunities provided by Silvia Abell and Debbie Atherton, as well as district support teams. New teachers will also attend writing workshops at different locations throughout the year, including Growth Mindset, Primary Writing, Phonics Dance, Dr. Jean Kindergarten PD, and On-Demand Writing. Experienced teachers will be offered opportunities to attend new workshops to strengthen their skills. The administrative team will also attend PD opportunities that can support student success.	Professional Learning	08/01/2016	06/09/2017	\$1985 - Other \$1318 - Title I Schoolwide	Principal, GCC, AP, Counselor

### Measurable Objective 3:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Mathematics by 05/26/2017 as measured by common formative assessments, district proficiency assessments, and KPREP.

### Strategy1:

Professional Learning Communities - Grade level teams and school leaders will work together as Professional Learning Communities to focus on math instruction and achievement in grades K-5. School administrators and team leaders have worked to establish a school community that works together to increase student achievement. All PLC teams will collaborate on a regular basis to develop common formative assessments, lessons, and activities based on curriculum that is aligned with KCAS for mathematics. PLCs will consistently analyze student work for the purpose of improving instruction in the classroom.

Category: Continuous Improvement

Research Cited: Dufours, Professional Learning Communities; Stiggins (2006), Classroom Assessment; Marzano (2001), Classroom Instruction that Works

## Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - RTI intervention for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention time is built into each grade level to accommodate math interventions. The GCC will establish a schedule and interventionists/para-educators will support teachers in delivering math interventions based on student assessment data. Student progress and Novice Reduction will be monitored by school leadership and the RTI team to determine the effectiveness of the intervention strategies being used. This process will allow teachers to provide students with specific and timely feedback about their learning.	Academic Support Program	09/12/2016	05/26/2017	\$17160 - Other	Principal, GCC, RTI Lead, RTI team

### Goal 2:

Coral Ridge will demonstrate proficiency in Program Reviews for Arts & Humanities and Practical Living/Career Studies.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Art & Humanities by 05/26/2017 as measured by as measured by an indepth study by the Arts & Humanities team for Program Reviews.

### Strategy1:

A/H committee - The school has established an Arts & Humanities team, that includes the Arts & Humanities teacher and classroom teachers, who work together to ensure A/H is integrated in programs throughout the school. They have analyzed the standards for A/H Program Reviews and make plans to cover all areas for proficiency and to identify evidence.

Category: Continuous Improvement

Research Cited: Program Review rubric from KDE; Friend, M. (2008), Co-Teach;

Activity - Fund for the Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Fund for the Arts grant provides opportunities for students to experience dance and drama productions through field trips, and to take part in classes provided by guest artists at school. It also provides learning experiences for teachers and helps with integration in the regular classroom.	Academic Support Program	09/12/2016	05/26/2017	\$3649 - Other	Principal, Arts & Humanities teacher

### Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Program Review standards in Practical Living by 08/15/2016 as measured by as measured by an indepth study by the PLCS team for Program Reviews.

## Comprehensive School Improvement Plan

Coral Ridge Elementary

### Strategy1:

PLCS committee - The school has established a Practical Living/Career Studies committee, that includes the Physical Education teacher, school nurse, Family Resource Coordinator, and classroom teachers, who work together to ensure PLCS is integrated into programs throughout the school. They have analyzed the standards for PLCS Program Reviews and made plans to cover all areas for proficiency.

Category: Continuous Improvement

Research Cited: KDE Program Review rubric; Sprick, R (2009), Champs; Wong, H (2004) The First Days of Schools; CDC Health topics; Framework for 21st Century Learning,

Activity - Health Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school nurse and Family Resource Coordinator collaborate to plan and implement community and health event/clubs that engage students and families in meaningful ways. In order to enhance student learning in the areas of career studies and healthy living and offer information to parents and community members, a wide variety of health professionals and opportunities are accessed to provide services. Information is sent to the school community via newsletters, emails, student agendas, etc. Parents will have the opportunity to provide feedback to the school to determine what experiences were valuable to them.	Community Engagement	08/15/2016	05/26/2017	\$400 - General Fund	School Nurse, FRC, school committees

Activity - Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council regularly reviews and updates all school policies. Currently the school wellness policy states that "Engaging students in physical activities not only promotes health and fitness but teaches students valuable lessons in teamwork, discipline, citizenship, following rules, listening and problem solving." According to policy, every student at Coral Ridge will participate in 20 minutes of moderate to vigorous physical activity each day. Teachers will make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. The SBDM council chooses to use student recovery funds to hire an Instructor III who specializes in Physical Education and wellness. When possible, physical activity should be integrated into learning. Coral Ridge will also implement the nutritional standards required by federal and state laws and regulations.	Policy and Process	08/15/2016	05/26/2017	\$8444 - Title I Schoolwide	Principal, SBDM members

Comprehensive School Improvement Plan

Coral Ridge Elementary

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coral Ridge holds a career fair to enhance learning in the area of Career Studies. Guest speakers will present information in K-5 classrooms, while students and staff prepare products to demonstrate learning to establish a chosen career opportunity. Activities will focus on careers and higher learning opportunities, and will include goal setting and decision making skills. The counselor will also provide students with opportunities to visit college campuses and take part in learning experiences that support future learning. Parents and community members will have the opportunity to provide feedback on the event.	Career Preparation/ Orientation	09/12/2016	05/26/2017	\$500 - General Fund	Assistant Principal, Counselor

# **Executive Summary**

## **Introduction**

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

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

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Coral Ridge is a K-5 school located in Fairdale, KY. Our student population of 540 students includes an Early Childhood classroom, approximately 46% minority, 14% ECE, and 25% free and reduced lunch. The 2016 Brigrance assessment for Kindergarten showed that 65% of our students started school not-ready for kindergarten. Fairdale is considered a rural part of Jefferson County near the Jefferson Memorial Forest and the county line. The community consists of families that are primarily white with medium to low income levels. Our school maintains ESL program, with approximately 12 languages present. During the 2008-2014 school years, Coral Ridge took part in a district initiative called Redesign. Although some funding for Redesign has gone away, there are some funds that continue to provide personnel to maintain smaller class sizes. Coral Ridge teachers are proficient at collaborating to meet the needs of all students. Grade level teams took part in a pilot to develop and maintain the DuFour's Professional Learning Communities during the 2012- 2015 school years. This commitments developed our collaborative culture to a higher level. Coral Ridge is also committed to focusing attention on student achievement through RTI by providing daily intervention and enrichment for all students in math, reading, and behavior.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Coral Ridge's mission statement is "Through unity, the Coral Ridge students, staff, parents, and community will create a nurturing environment where students are encouraged to become critical thinkers and lifelong learners to successfully meet the challenges of the 21st century". In other words, the staff at Coral Ridge works together as a team with colleagues, parents, community members, and students to make all students successful. We strive to bring every child to grade level in all content areas. Teachers work together in Professional Learning Communities to create lessons and common assessments that are aligned with Common Core and state standards. These collaborative teams analyze student work and assessment data to inform next instructional steps for each individual student. Students are with intervention and enrichment on a daily basis and are monitored to determine growth. Coral Ridge offers daytime ESS and before/after school ESS, Reading Recovery, Reflex Math, Lexia Core5, and a variety of other intervention strategies for all students K-5 in reading and math. Teachers and support staff are dedicated to making every child successful. Our vision is to have all students reading on grade level when they leave our school.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Coral Ridge Elementary School has made notable achievements in academic areas during the past few years. On the 2016 KPREP, Coral Ridge accomplished the status of a Proficient School. This is quite an achievement for us. Our changing school population- high numbers of students unprepared to enter school, an increase in ESL populations, students suffering the effects of urban poverty, etc. - have made our jobs a little tougher. With a teacher retention rate of 100%, teams continue to learn, grow, and work together to find strategies and programs that address the needs of these students. Over the past few years we have focused instruction in the areas of reading and math, and have closed the achievement gap among students with disabilities. We lowered novice percentages in all content areas, and have shown an incredible increase in students reading on grade level (i.e. 75% of students entered kindergarten in 2012 not-ready, and after intensive intervention work, 70% of this same group were reading on grade level in their 2nd grade year). Teachers at Coral Ridge work and plan together as teams and share a common vision and set high expectations for our students. We believe in maintaining a very special culture that is loving and nurturing. And we continue to set high expectations to improve all academic areas. The strategic work of PLCs allows us to build a core literacy and math program while closing achievement gaps, lowering novice, and making steady gains across all curricular areas to prepare more students each year for proficiency.

## **Additional Information**

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

Coral Ridge supports students in a variety of ways. By offering after school activities (academic teams, choir, musical theater, soccer, basketball, cheerleading, step team, etc.) we engage the whole child and increase learning. Students not only receive quality instruction in all content areas, each child takes part in Arts and Humanities, Technology, Physical Education, Library, and guidance classes. A Fund for the Arts grant allows our students to visit theater productions, take part in artistic endeavors, and be actively engaged in drama workshops. Fifth grade students also have the option of taking part in band and/or orchestra. A Goal Clarity Coach coordinates a variety of professional development opportunities to staff, tracks progress data, serves on the RTI and Instructional Leadership Team, and provides resources and classroom modeling to help improve instruction. Over the past few years a variety of grants have provided additional support and materials for Coral Ridge students; the School Improvement Grant funded a new reading/writing program aligned with the Common Core (2014); GE Foundation grant provided a Staff Developer, professional development, and materials (2012-14); the Louisville Writing Project grant provided a year of professional development and demo classes for teachers (2014); and the Kosair/Kohls grant helped us build and develop a paved walking trail for the school and community, as well as raised bed gardens for each grade level (2013). The effects of these grants are still providing resources for our students today. Coral Ridge works together to provide these "extras" for our students and with the help of the Care for Kids project, provide and warm, inviting, family oriented school climate.