

Senate Bill 168 Requirements and Sample CSIP Strategies

1. Biennial targets for eliminating achievement gaps.

- The Instructional Leadership Team will meet monthly to monitor goals and strategies, analyze systems and data, and to review/revise the level of implementation and achievement.
- Teachers will track student reading progress using DRA graphic displays of assessment data similar to the Fountas and Pinnell Plot Graph beginning with a baseline and at least three more times during the year. This data will be used to modify classroom instruction and to determine specific interventions.
- The SBDM Council will review the implementation and impact of the Reading Component including benchmarks and strategies 3 times during the year.

2. Curriculum alignment

- All instructional staff will implement research-based practices to teach reading core content within the Five-Block Literacy framework including the use of curricular materials provided by District Literacy System, Rigby, and other support materials (including leveled texts, PAS, and rigorous learning centers) as reflected by lesson plans, daily instruction and student work.
- The school council will develop all necessary policies required by KRS 160.345 (specifically) Curriculum Policy.
- P1-P4 Teachers will fully implement the Fountas and Pinnell Phonics Program.
- Teachers will follow the curriculum maps and will meet in horizontal or vertical teams to discuss instructional strategies to deliver the curriculum
- All instructional staff will implement research-based practices to teach reading core content within Literacy framework including the use of curricular materials provided by District Literacy System, and other support materials (i.e., Read 180, Corrective Reading, Good Habits) as reflected by lesson plans, daily instruction and student work.

3. Evaluation and assessment strategies

- The staff (including itinerants) will implement and monitor the content and frequency of literacy activities and assessments (Observation Survey, DRA, DIBELS, CATS like assessments, PAS-practice, Rigby Benchmarking, Reading Mastery, Writing) including data analysis and planning.
- Student performance will be monitored using an assessment portfolio which will include open response questions, multiple-choice questions, writing pieces, on demand writing, and current reading data (Rigby Benchmarks, Running Records, Observation Survey, DRA).
- The staff will implement and monitor the content and frequency of literacy activities and assessments (SRI, CCAs, Princeton Review, Writing) including data analysis and planning.
- Student performance will be monitored using an assessment portfolio which will include open response questions, multiple-choice questions, writing pieces, SRI results and on demand writing.

4. Professional development

- Teachers will participate in Core Content PD Planning Sessions weekly in grade groups and monthly in vertical teams to analyze student work and assessment data, plan instructional activities, review/revise appropriate assessments including PAS and CATS-like core content assessments (open response, multiple choice, and on-demand) in order to differentiate instruction for all students
- Teachers will attend the District's Summer Literacy Institute to refine their literacy instruction.

- Teachers will continue to analyze student work and determine next steps for instruction to help students reach proficiency in all content areas during embedded professional development sessions.
- Teachers will participate in weekly grade level department meetings for Core Content Planning. Monthly entire departments will meet to analyze student work and assessment data, plan instructional activities, and review/revise appropriate assessments.

5. Parent communication and involvement strategies

- The School Climate committee will implement a plan to recruit students and inform families through activities such as orientations, open house, transition meetings for preschool and middle school, community/home visits, parent nights, newsletters, school web page, school tours, and career building.
- The school will update school web page to inform parents of school activities and events.
- A Family Math night will be held to involve parents and students in the Math Curriculum. Transportation will be arranged as requested and childcare will be provided.
- The school will host Kindergarten Round Up, New Student Orientation, and Middle School Night to address key transition points within and between schools for students, staff, and parents.
- Preschool children and families will engage in a variety of collaborative activities (i.e. a parent night, partnering with other classes, etc.)
- The school will host Content Area Nights (literacy, math, science, and social studies); New Student Orientation, and High School Night to address key transition points within and between schools for students, staff, and parents.

6. Attendance improvement and drop-out prevention strategies

- The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services, and student incentives to promote regular attendance.
- Students who have perfect attendance during each six week grading period will receive a free book paid through PTA funds.
- The attendance committee will monitor the attendance of the Student Recovery students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.
- SRP funds will target students who are in danger of dropping out to engage them in clubs/athletics.
- Every Wednesday will be Club Day. These clubs will cover a variety of activities (i.e., chess, walking, cheerleading, karate, student council, etc.). Being involved in extra-curricular activities has been shown to decrease the chances of dropping out.

7. Technical assistance

- The TLC will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.
- School-wide literacy experiences will be promoted with a renewal of the RIF grant, availability of Quick Reads, Scholastic News and/or Time For Kids.
- Two Reading Recovery Teachers (one funded by RTA; the other by Every One Reads) will continue to implement the JCPS Reading Recovery Model.
- The behavior coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.
- Teachers will incorporate the TIP computers in lessons daily.