

# NCLB Requirements and Sample CSIP Strategies

## 1. Scientifically based research strategies

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- Instructional Staff will participate in additional professional development on research-based, best practice instruction in mathematics including Successmaker and use of manipulatives, calculators, and computers with application evidenced by lesson plans, instruction, and student work.
- P2 Students identified based on Observation Survey will receive Reading Recovery as an intervention.
- Priority Students will receive daily intensive reading instruction using Reading Mastery and Corrective Reading as provided by trained instructional assistants and supported by classroom teachers and the IC to achieve proficiency in reading.
- Students identified based on SRI will receive Corrective Reading as an intervention.
- Priority Students will receive daily intensive instruction using Fast ForWord for 45 minutes. Data will be analyzed to determine student growth.

## 2. Policies and practices on core academic areas

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- 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.
- 6<sup>th</sup>-8<sup>th</sup> teachers, including content teachers, will fully implement the Writing Plan adopted by the school.

## 3. 10% Title I funds on PD

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- CSIP strategies regarding professional development include “Title I” as funding source up to 10% of total Title I allocation

## 4. PD strategies that will remove the school from school improvement status

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- 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. Annual measurable objectives for each subgroup

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- 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.
6. Written notice about the school's status to parents
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- All parents/guardians will receive written notification provided by the School and District regarding NCLB Status. The district letter will explain details about the school's scores, NCLB options, and strategies for school improvement. The district will place articles in the parent newsletter which will also be mailed to homes. The school will also include information in newsletters. (*These statements can be included under parent involvement component or executive summary*).
7. Technical assistance
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- 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.
8. Parental involvement strategies
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- 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.
  - 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.
9. Activities before school, after school, during the summer, and/or during an extension of the school year
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- The FRC will offer involvement activities after school. Ex: Basketball, Step Team, Cheerleading, etc.
  - ESS will be provided both before school and during the day using research-based instructional practices to differentiate instruction and address achievement gaps among diverse student subgroups to support students in reading proficiency.
  - A variety of before/after school leadership opportunities for students will be established. They will include, but will not be limited to, Safety Patrol, Library Assistants, Art Assistants, Custodial Assistants, Office Helpers, Counselor Characters, STC Assistants.
10. Teacher mentoring program
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- BEST teacher mentoring program will continue with first and/or second year teacher(s).
  - K-Tip Program
  - Professional Learning Communities