

**2016-17 CSIP Brandenburg**  
**Primary\_Revised**

Brandenburg Primary School  
Meade County

Gloria Bertrand, Principal  
750 Broadway  
Brandenburg, KY 40108

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## Overview

### Plan Name

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### Plan Description

Revised CSIP -- Preschool Activity Added

## 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	Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$91050
2	Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$8500
3	Maintain the percentage of program reviews obtaining a proficient score or rating for Visual and Performing Arts, PL/CS, Writing, Global Competency/ World Language and Primary Program Review in 2017	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$700
4	To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$21000

## Goal 1: Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019

### Measurable Objective 1:

100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

### Strategy 1:

Formative Assessment for Reading and Math - Teachers will utilize common formative assessments in reading and math for grades K-3 based on the Scott Foresman Reading Series and the Everyday Math series. The formative assessments will provide achievement data for all students to help drive instruction and learning.

Category: Early Learning

Research Cited: Learning by Doing: DuFour.

Classroom Assessment for Student Learning: Stiggins, Arter, Chappuis,

Activity - Student Achievement Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results.	Academic Support Program	08/10/2016	05/18/2017	\$23500	Title I Schoolwide, Text Books	Certified teachers, principal, assistant principal, counselor, curriculum resource teacher
Activity - Full Time Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis).	Academic Support Program	08/01/2016	05/31/2017	\$55000	District Funding, Title I Schoolwide	Assessment and Intervention Specialist, SBDM, Title I
Activity - Math enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills.	Direct Instruction	08/29/2016	04/28/2017	\$1000	General Fund	AIS, classroom teachers

**Strategy 2:**

Reading Rigor - Teachers will design and extend an intentional and intensive reading plan to increase rigor using the new ELA standards.

Category: Continuous Improvement

Research Cited: Scott-Foresman Reading Street by Pearson. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock

Activity - Extending Reading Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit.	Direct Instruction	08/08/2016	05/18/2017	\$2000	Text Books, Title I Part A	Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor

**Strategy 3:**

Student Engagement - Teachers will meet regularly to develop intentionally planned engaging language arts activities for all students.

Category: Early Learning

Research Cited: Look To Learning; Antonetti, Garver, and Garver. Writing is a Measure of Modeling and Thinking, Antonetti.

Activity - Engaging Vocabulary for the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content.	Direct Instruction	08/08/2016	05/18/2017	\$2000	District Funding	certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator

Activity - Math Minds Meet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills.	Direct Instruction	11/01/2016	05/18/2017	\$1000	General Fund, Other	classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist
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Activity - Common core math practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts.	Direct Instruction	08/08/2016	05/18/2017	\$5500	Title I Schoolwide	Classroom teachers, AIS, principal, assistant principal

**Strategy 4:**

School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and meet the needs of these beginning students.

Category: Early Learning

Activity - Kindergarten KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs.	Academic Support Program	08/08/2016	05/18/2017	\$1000	District Funding	Kindergarten Teachers and assistants, administrative team, district support personnel

Activity - School Readiness Skill Acquisition in Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All preschool students will be given the school readiness skills district assessment periodically throughout the year. Preschool staff will meet as a PLC to analyze these results and determine next steps after each assessment. In collaboration with other school and district staff, activities will be planned to increase parent awareness of school readiness skills as needed throughout the year.	Parent Involvement, Direct Instruction	08/10/2016	08/31/2017	\$50	Grant Funds	Building Principal, Preschool Coordinator; Preschool Staff, and FRC Staff

## Goal 2: Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019.

### Measurable Objective 1:

80% of Third grade students will demonstrate a proficiency in math as well as in Reading by 05/31/2017 as measured by an increase in K-PREP scores from 59.9% in 2014 to 79.1% in 2017.

### Strategy 1:

Best Practice: Co-teaching - The use of co-teaching will continue across all grade levels so that more students have the benefit of instruction in the least restrictive environment.

Category: Professional Learning & Support

Activity - Teacher Training on Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively.	Professional Learning	08/10/2016	05/31/2017	\$1500	General Fund	Identified special education and regular education teachers, administrative team
Activity - Collaboration and Implementation for Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment.	Policy and Process	08/10/2016	05/31/2017	\$0	No Funding Required	Selected special education and regular education teachers, administrative team
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC meetings, teachers will bring samples of students work, analyze student benchmark monitoring, student achievement, and share ideas for differentiated instruction within the co-teaching environment.	Policy and Process	08/10/2016	05/31/2017	\$0	No Funding Required	Special education teachers and administrative team



**Strategy 2:**

Best Practice: PLC - Special education teachers will meet to continue Professional Learning.

Category:

Activity - Focused PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have?	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Special education teachers and administrative team

**Strategy 3:**

Gap Awareness - Regular education teachers will be made aware of gap students in their classroom in order to monitor their academic achievement.

Category: Continuous Improvement

Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified substitute teacher will be hired to target gap student growth in ELA and math by providing extension activities and academic support	Academic Support Program	01/09/2017	04/28/2017	\$7000	District Funding	Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist.

**Goal 3: Maintain the percentage of program reviews obtaining a proficient score or rating for Visual and Performing Arts, PL/CS, Writing, Global Competency/ World Language and Primary Program Review in 2017**

**Measurable Objective 1:**

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100% of Pre-K, Kindergarten, First, Second, Third and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing, PL/CS, Primary Program Review and in Art & Humanities by 05/31/2017 as measured by internal reviews three times per year using the program review rubric.

**Strategy 1:**

Program Review Improvement - Using the baseline data from 2016, the Visual/Performing Arts, PL/CS, Writing, Global Competency/World Language, and Primary Program Review will be reviewed to determine current scores, areas for improvement, and time lines / evidence to support growth.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education / Program Review Page

Activity - Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School admin will identify a team and teacher / admin lead for each program review area. Embedded in services will be used to review documentation to support program review practices.	Academic Support Program	08/08/2016	05/18/2017	\$0	District Funding	Certified teachers, administrative staff, assesment and intervention specialist
Activity - Internal Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded district professional development days will be provided for each team to complete initial and ongoing work for the year in order to meet proficiency as well as to meet timelines / procedures for district and state requirements.	Academic Support Program	08/08/2016	05/18/2017	\$0	No Funding Required	Certified teachers, administrative staff, SBDM Council, assessment and intervention specialist
Activity - School Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activites will be planned to meet the wellness needs of all students to include Family Fitness Nights.	Policy and Process	08/08/2016	05/18/2017	\$700	Title I Part A, Other	School Wellness Committee, school staff, school administration , FRYSC staff

## Goal 4: To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities)

### Measurable Objective 1:

collaborate to understand and analyze the results of the TELL survey and create a plan for favorable results by 05/31/2017 as measured by scores of 90% or better on the Spring 2017 administration of the TELL Survey..

### Strategy 1:

TELL Survey - The SBDM Council at Brandenburg Primary School will monitor the results of the TELL Survey to identify areas of strengths and areas of weakness for the school.

Category: Continuous Improvement

Research Cited: [www.TELLKentucky.org](http://www.TELLKentucky.org)

Activity - TELL Survey/Professional Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal	Professional Learning	08/06/2015	06/09/2017	\$0	No Funding Required	principal and assistant principal

## Goal 5: Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020

### Measurable Objective 1:

collaborate to reduce the number of novice performing students in reading and math by 05/18/2017 as measured by KPREP 2016 scores.

### Strategy 1:

Identification of Novice Students - Teachers and administrators will meet to analyze MAP data projection reports and interim assessment data that identify students performing at the novice level in reading and math.

Category: Continuous Improvement

Research Cited: Raising The Bar and Closing The Gap; Dufour, Dufour, Eaker, Karhanek ; Best Practice; Zemelman, Daniels, Hyde ; Classroom Assessment for Student Learning; Stiggins, Arter, Chappuis, Chappuis

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Activity - Professional Development / Release Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times.</p>	Direct Instruction	08/08/2016	05/18/2017	\$1000	General Fund	Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants

Activity - Kentucky System of Interventions (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation.</p>	Academic Support Program	08/08/2016	05/18/2017	\$20000	Title II Part A	RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extending Reading Text	Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit.	Direct Instruction	08/08/2016	05/18/2017	\$1000	Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor
Student Achievement Analysis	Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results.	Academic Support Program	08/10/2016	05/18/2017	\$21000	Certified teachers, principal, assistant principal, counselor, curriculum resource teacher
<b>Total</b>					<b>\$22000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Co-teaching	Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively.	Professional Learning	08/10/2016	05/31/2017	\$1500	Identified special education and regular education teachers, administrative team

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Professional Development / Release Days	Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times.	Direct Instruction	08/08/2016	05/18/2017	\$1000	Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants
Math enrichment	The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills.	Direct Instruction	08/29/2016	04/28/2017	\$1000	AIS, classroom teachers
Math Minds Meet	Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills.	Direct Instruction	11/01/2016	05/18/2017	\$500	classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist
<b>Total</b>					<b>\$4000</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Kentucky System of Interventions (RTI)	Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation.	Academic Support Program	08/08/2016	05/18/2017	\$20000	RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor
<b>Total</b>					<b>\$20000</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Minds Meet	Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills.	Direct Instruction	11/01/2016	05/18/2017	\$500	classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist
School Wellness	The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activites will be planned to meet the wellness needs of all students to include Family Fitness Nights.	Policy and Process	08/08/2016	05/18/2017	\$200	School Wellness Committee, school staff, school administration , FRYSC staff
<b>Total</b>					<b>\$700</b>	

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Readiness Skill Acquisition in Preschool	All preschool students will be given the school readiness skills district assessment periodically throughout the year. Preschool staff will meet as a PLC to analyze these results and determine next steps after each assessment. In collaboration with other school and district staff, activities will be planned to increase parent awareness of school readiness skills as needed throughout the year.	Parent Involvement, Direct Instruction	08/10/2016	08/31/2017	\$50	Building Principal, Preschool Coordinator; Preschool Staff, and FRC Staff
<b>Total</b>					\$50	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wellness	The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activities will be planned to meet the wellness needs of all students to include Family Fitness Nights.	Policy and Process	08/08/2016	05/18/2017	\$500	School Wellness Committee, school staff, school administration, FRYSC staff
Extending Reading Text	Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit.	Direct Instruction	08/08/2016	05/18/2017	\$1000	Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor
<b>Total</b>					\$1500	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Full Time Assessment and Intervention Specialist	Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis).	Academic Support Program	08/01/2016	05/31/2017	\$50000	Assessment and Intervention Specialist, SBDM, Title I



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Student Achievement Analysis	Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results.	Academic Support Program	08/10/2016	05/18/2017	\$2500	Certified teachers, principal, assistant principal, counselor, curriculum resource teacher
Common core math practice	All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts.	Direct Instruction	08/08/2016	05/18/2017	\$5500	Classroom teachers, AIS, principal, assistant principal
<b>Total</b>					<b>\$58000</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL Survey/Professional Improvement	The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal	Professional Learning	08/06/2015	06/09/2017	\$0	principal and assistant principal
Collaboration and Implementation for Co-teaching	Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment.	Policy and Process	08/10/2016	05/31/2017	\$0	Selected special education and regular education teachers, administrative team
Monitoring	During PLC meetings, teachers will bring samples of students work, analyze student benchmark monitoring, student achievement, and share ideas for differentiated instruction within the co-teaching environment.	Policy and Process	08/10/2016	05/31/2017	\$0	Special education teachers and administrative team
Focused PLC Meetings	Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have?	Professional Learning	08/10/2016	05/31/2017	\$0	Special education teachers and administrative team

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Internal Review	Embedded district professional development days will be provided for each team to complete initial and ongoing work for the year in order to meet proficiency as well as to meet timelines / procedures for district and state requirements.	Academic Support Program	08/08/2016	05/18/2017	\$0	Certified teachers, administrative staff, SBDM Council, assessment and intervention specialist
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten KSI	Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs.	Academic Support Program	08/08/2016	05/18/2017	\$1000	Kindergarten Teachers and assistants, administrative team, district support personnel
Student Achievement	A certified substitute teacher will be hired to target gap student growth in ELA and math by providing extension activities and academic support	Academic Support Program	01/09/2017	04/28/2017	\$7000	Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist.
Program Review Team	School admin will identify a team and teacher / admin lead for each program review area. Embedded in services will be used to review documentation to support program review practices.	Academic Support Program	08/08/2016	05/18/2017	\$0	Certified teachers, administrative staff, assessment and intervention specialist

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Engaging Vocabulary for the Classroom	Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content.	Direct Instruction	08/08/2016	05/18/2017	\$2000	certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator
Full Time Assessment and Intervention Specialist	Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis).	Academic Support Program	08/01/2016	05/31/2017	\$5000	Assessment and Intervention Specialist, SBDM, Title I
<b>Total</b>					<b>\$15000</b>	