

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency

Goal 1 (State your proficiency goal.): Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP for middle (reading from 59.6% to 77.6%, math from 62.8% to 70.3%) and high school (reading from 58.3% to 77.6%, math from 68.3% to 76.9%) students in 2026. Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP (reading from 64.9% to 71.7% and math 68.8% to 74.9%) by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Collaborate to increase the overall number scoring proficient and distinguished for Pikeville Independent Schools: -PES reading from 64.9 to 66.3 and math from 68.8 to 70.1 by 05/31/2022 as measured by K-PREP. -PJHS in reading 59.6% to 63.2% and in math 62.8% to 64.3%. -PHS in reading 58.3% to 62.2% and in math 68.3% to 70% by May 2022 as measured by state testing.</p>	Review, Analyze, and Apply Data	Junior High math/reading lab and regular content teachers will meet at the end of every nine weeks to monitor student progress and make RTI placement decisions.	Student improved grades	End of 9 Weeks	SBDM/General Fund for assessments
		All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.	Improved performance of gap students	End of 9 Weeks	None
		Administrator/Teacher teams will administer benchmarks & meet after each benchmark assessment to identify targeted (gap) students, monitoring goal of 80% proficiency in reading and math core instruction plus checking the growth of all students. Focus on trends and patterns will be part of the review.	See activity	3x per year	General Fund for assessments
	Design, Align, and Deliver Support	If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Books purchased	Meetings to review materials. Selection made by May 2020	General
		Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.	Professional Development	Agendas will reflect	Title II Part A, Title V, and General
		As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.	Lower Numbers	Monitor student progress at grade level	Title II Part A
		Intervention classes for junior high and high school students will be available in reading and math.	Improved scoring on reading assessment.	Read 180 reports, progress monitoring	General and Special Education

Goal 1 (State your proficiency goal.): Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP for middle (reading from 59.6% to 77.6%, math from 62.8% to 70.3%) and high school (reading from 58.3% to 77.6%, math from 68.3% to 76.9%) students in 2026. Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP (reading from 64.9% to 71.7% and math 68.8% to 74.9%) by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All math teachers will work to improve student use of the DESMOS on-line calculator.	Observations	Observations	None
		The principal will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly.	Agendas	Agendas	None
		Restructure PLC's to vertical teams by content area 3 times per year along with grade level team meetings as needed.	Survey	Agendas	None
		Release time will be provided, if needed, for PLC's to meet.	Agenda	Agendas	Title I Part A
		Through analysis of Impact Survey results, teachers will have the opportunity to individualize up to 6 hours of professional development, through collaboration with administration. Also including a PD Google Classroom for teachers/aides and flexible scheduling.	PD documentation	PD documentation	None
		Teachers will incorporate learning targets into classroom instruction.	Lesson Plans	Visible in classrooms	None
		Teachers will incorporate use of a variety of available technology resources into instruction each week while vertically aligning required Kentucky Technology Standards. Students will be exposed to technology on a greater scale with the employment of a full-time technology teacher.	Lesson plans	Visible in classrooms and observations	General fund salary of teacher
		Continue to employ programs to reinforce in-person instruction (such as Dreambox, Nearpod/Flocabulary, IXL, Screencastify, Moby Max, Reading Recovery, Accelerated Reader, MAP, STAR, BrainPOP, EdPuzzle, ABC	Improved scores	Screening reports	General, ESSER, and Title I Part A

Goal 1 (State your proficiency goal.): Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP for middle (reading from 59.6% to 77.6%, math from 62.8% to 70.3%) and high school (reading from 58.3% to 77.6%, math from 68.3% to 76.9%) students in 2026. Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP (reading from 64.9% to 71.7% and math 68.8% to 74.9%) by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Mouse, and Lexia) in order to increase academic performance.			
		Employee reading and math interventionists for additional classroom support in primary grades.	Improved scores	Screening reports	ESSER and Title I
		Summer Program offered to continue learning opportunities.	Increase in number of academic skills for students	Classes and lessons	ESSER
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on K-PREP under Separate Academic Indicator for middle school (science 33.3% to 48.7%, social studies 76.8% to 82.1%, and writing 88.8% to 93.8%) and high school (science 40.4% to 53.5% and writing 88.8% to 93.8%) students by 2026. Pikeville Elementary School students (science 44.4% to 54.1%, social studies 68.3% to 75.5%, and writing 71.7% to 73% by 2026.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Collaborate to increase the overall number scoring proficient and distinguished in science, social studies, and writing for Pikeville Independent Schools: PES science 44.4 to 46.3, social studies 68.3 to 69.7, and writing 71.7 to 73.6 by May 2022 as measured by state testing.	Review, Analyze, and Apply Data	The principal will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly.	Agendas	Agendas	None	
		All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.	Improved performance of gap students	End of 9 Weeks	None	
	Design, Align, and Deliver Support		Restructure PLC's to vertical teams by content area as needed along with grade level teams.	Survey	Agendas	None
			Release time will be provided, if needed, for PLC's to meet.	Agenda	Agendas	Title I Part A
			Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General
			Through analysis of Impact Survey results, teachers will have the opportunity to individualize up to 6 hours of professional development, through collaboration with administration. Also including a PD Google Classroom for teachers/aides and flexible scheduling.	PD documentation	PD documentation	None
			Teachers will incorporate learning targets into classroom instruction.	Lesson Plans	Visible in classrooms	None
			Continue to update & follow the revised K-12 Writing Plan. Writing team, composed of teachers, School Administrators, and District Administrators will meet periodically to	Improved On-Demand Writing Scores	On-Demand Writing Scoring at least 3 times per year.	None

Goal 2 (State your separate academic indicator goal.): Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on K-PREP under Separate Academic Indicator for middle school (science 33.3% to 48.7%, social studies 76.8% to 82.1%, and writing 88.8% to 93.8%) and high school (science 40.4% to 53.5% and writing 88.8% to 93.8%) students by 2026. Pikeville Elementary School students (science 44.4% to 54.1%, social studies 68.3% to 75.5%, and writing 71.7% to 73% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		score on-demand writings to assist with timely feedback.			
		Social Studies Teachers will collaborate with district administration to align assessment and lessons with the new accountability system.	Improved Social Studies scores and vertical alignment	Team Meetings	Title II Part A for Subs
		STEAM activities all have a focus in K-6 science and social studies by the use of programs such as Project Lead the Way, Coding, & SphereBots	Increased Science Assessment Scores	Lesson plans	None
		Summer Program offered to continue learning opportunities.	Increase in number of academic skills for students	Classes and lessons	ESSER
		If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Books purchased	Meetings to review materials. Selection made by May 2022	General
		Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skill for our students	Team meetings	Title II Part A for subs
		Do-What, STRAP writing tools implemented across curriculum.	Improved writing skills for our students	Professional Development, lessons, writing samples	None
		Continue to update K-12 Writing Plan	Vertically aligned plan	Lessons and writing plan	None
		Updated Science Policy and K-12 Science Plan	Vertically Aligned Plan	Lessons and writing plan	None
		Science department will continue the Project Lead the Way pathway for Engineering. The fourth course in the pathway will be added for the 2022-2023 school year.	Schedule, students enrolled in course	Observations, lessons, schedule	From Stan Pigman over next 4 years and district covering additional cost
Objective 2					

3: Growth

Goal 3 (State your growth goal.): Work to understand growth portion of our accountability system and establish a strong baseline to determine goals for our future. Focus of elementary and junior high is on each student improving or maintaining proficient/distinguished performance level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Focus of elementary and junior high is on each student improving or maintaining proficient/distinguished performance level.	Review, Analyze, and Apply Data	Periodic Subject Area Committee meetings will be held to check progress of content alignment & implementation.	Agenda/minutes	Minutes	None
		Science Teachers will collaborate with district administration to align assessment and lessons with NGSS.	Improved science scores	Improved scores	None
		Social Studies Teachers will collaborate with district administration to align assessment and lessons with the new accountability system.	Improved Social Studies scores and vertical alignment opportunities	Team Meetings	Title II Part A for Subs
		Administrators will meet with parents of struggling students to discuss intervention plans and provide strategies/resources for improvement.	Improved scores	Notes of meeting	None
		Students will complete benchmark assessments and/or pre-assessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. In addition, teachers are provided lists of students scoring at the novice level in the previous year's KPREP assessment.	Improved scores	Data charts	None
		School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Improved scores	Data from benchmark assessments	None
		Use of learning tools and resources to help students to review content or move ahead with advanced topics.	Improved scores	Observations	General Fund & ESSER
		See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and 2
Objective 2					

Goal 3 (State your growth goal.): Work to understand growth portion of our accountability system and establish a strong baseline to determine goals for our future. Focus of elementary and junior high is on each student improving or maintaining proficient/distinguished performance level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>In the elementary, middle, and high school, we will increase the percentage of students in the gap group scoring proficient and distinguished in all content areas.</p>	<p>Review, Analyze, and Apply Data</p>	<p>After consulting with SBDM, Principal reports to the Board will include Implementation and Impact Reports for CSIP along with concerns and needs.</p>	<p>School Improvement</p>	<p>Board minutes & SBDM Minutes</p>	<p>None</p>
		<p>Principal and faculty will review disaggregated data for student subgroups</p>	<p>Data Analysis</p>	<p>Board minutes</p>	<p>None</p>
		<p>Develop rigorous and achievable goals that close achievement gaps and support strengths and needs of each student. For disability related needs, the IEP team will develop rigorous and achievable goals designed to close the achievement gaps in academic achievement and functional expectations. All goals ensure alignment among baseline, level of attainment, and progress monitoring.</p>	<p>IEPs</p>	<p>IEPs and conferences</p>	<p>None</p>
		<p>All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring). Students in grades K-6 are being monitored 3x per year in the areas of reading and math.</p>	<p>Improved scores</p>	<p>Monthly reports</p>	<p>General funding</p>
		<p>Continue to employ programs to reinforce in person instruction (such as Dreambox, Nearpod/Flocabulary, IXL, Screencastify, Moby Max, Reading Recovery, Accelerated Reader, MAP, STAR, BrainPOP, EdPuzzle, ABC Mouse, and Lexia) in order to increase academic performance.</p>	<p>Improved scores</p>	<p>Screening reports</p>	<p>General funding and Title I Part A</p>
		<p>Administrators/Teachers (including special education staff) will meet after each benchmark assessment to identify targeted (gap) students, analyze</p>	<p>Improved scores</p>	<p>Notes from meetings</p>	<p>None</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		performance data, and discuss remediation strategies for those eligible in reading and math.				
		Targeted students will be progress monitored on the following schedule: Tier 2- at least once every two weeks; Tier 3 - Once every week.	Screening reports	Screening reports	None	
		Student progress data will be used to adjust current instructional plans and to change and/or adjust student intervention groupings.	Adjusted lesson plans	Lesson Plans	None	
		Common language among content areas will be developed that will allow a more uniform approach throughout the school	More consistency	Scored assignments	None	
		Collaboration will be increased among regular and special education teachers in regular education classrooms to familiarize students more with reading and math standards	Improved test scores	Lesson plans/Walkthroughs	None	
		The Family Resource Center will conduct Family Nights in various academic engagement throughout the school year.	Sign in sheets	Surveys and sign in sheets	Title I Part A and Family Resource	
		Summer Program offered to continue learning opportunities.	Increase in number of academic skills for students	Classes and lessons	ESSER	
		Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.	Improved grades/scores	Classes and lessons	None	
		Design and Deliver Instruction	ESS will target our GAP population	Increased grades/scores	Documentation during ESS	ESS
		Edgenuity used two weeks in summer school and throughout the school year to help students pass classes they have failed. This will provide them an opportunity to regain lost credits.	Fewer students having to repeat courses during school year	Edgenuity Completion	ESS	
		District leadership will facilitate faculty/staff collaboration to identify key transition points and facilitate	Successful transitions	Progress Monitoring	None	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		vertical teaming to aid in successful transition of each student.			
		Social Studies & Science Teachers will collaborate with district administration to update and align assessment/lessons with the accountability system.	Improved Social Studies scores and vertical alignment opportunities	Team Meetings	Title II Part A for Subs
	Establishing a Learning Culture and Environment	District will work to implement a flexible PD component for a limited portion (6 hours) of the 24 hours. Prior approval from the building principal/assistant principal or PD Coordinator must be gotten. Also including a PD Google Classroom for flexibility of scheduling.	Improved scores	Notes of meeting	None
		Release time provided, as needed, for PLC sessions for vertical alignment.	Agenda	Agenda	Title I Part A
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Collaborate to increase our understanding of the transition portion of our new accountability system to help establish a strong baseline.	Design, Align and Deliver Support	Transition services including vocational rehabilitation services and higher education opportunities for students with disabilities.	Students transition to other opportunities	Meetings	State Funding	
		The district will provide students the opportunity for ACT workshop for grades 9 thru 12. Along with progress monitoring for grades 7-8.	Increased scores	Data Analysis	General	
		Technology upgrades will be provided as funding allows, this includes computers and calculators.	More computer access for students	Technology plan	General, Title V, and other	
		The school has a Learning Management System (LMS) so teachers have a digital platform to help them have a user-friendly environment to enable teachers to work with students or communicate with parents. Currently using Schoology or Google Classroom.	Usage reports of LMS	Usage reports of LMS	General	
		Students who do not meet benchmark on ACT will be provided interventions and support.	Scores	Interventions	ESS	
		Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	More dual credit and CTE programs	Analyze student data	None	
	Objective 2		Teachers will participate in vertical alignment activities during PLC sessions as needed.	Increased collaboration	Meetings	None
			Both schools will continue to monitor and update writing plan as needed.	Increased scores	Team meetings	None
Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.		Improved writing skill for our students	Team meetings	Title II Part A for subs		

Goal 5 (State your transition readiness goal.): Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Juniors and seniors are provided opportunities to attend college fairs to be exposed to post-secondary options	Students going to a post-secondary option	ILPs	General
		A college readiness screener test will be given to students beginning in the 8 th grade year.	Improved scores on college readiness screener	Observations, review of scores	General
		Provide workshop opportunities for students to take and be successful on advanced placement exams.	Improved Scores and Post-Secondary Readiness	Observation, review of scores	ESS
		Offer Post-secondary readiness testing to juniors and seniors.	Post-Secondary Readiness & Dual Credit	Observation, review of scores	ESS
		Powerschool/Naviance ILP's for 6th-12 th grade students	Post-Secondary Readiness	ILPs	General

6: Graduation Rate

Goal 6 (State your graduation rate goal.): The 4-year adjusted cohort graduation rate to remain at 95% or higher by 2024-2025. (95% is the goal by KDE for the 4-year adjusted cohort and we are currently at 96.8%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to reach the freshman graduation rate 95% by 05/30/2022 as measured by graduation formula.	Establishing Learning Culture and Environment	The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Analysis of survey results	Wellness meeting	None
		Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk. School administration/teachers will council with students identified.	Decrease of dropouts	Use of Persistence to Graduation Tool	None
	Design, Align and Deliver Support	All student populations not passing a course with a 50% or higher will have the option of completing credit recovery bringing grade up to a 60%.	Fewer students failing	Credit Recovery	General fund, ESS
		ESS tutoring will be offered and determined by teachers and administration.	Participation	Interventions recorded in Infinite Campus	ESS funding
		District will purchase an ACT program to target all students to improve scores.	Improved ACT scores	Monitoring of scores	General, ESS, other source
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.): Work to incorporate quality school climate and safety.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Cultivate a safe school environment.	Establishing Learning Culture and Environment	Partner with a psychologist to work within our school to invest in the social and emotional needs of our students and educators.	Similar questions within sessions for evaluation of program	Questionnaire	ESSER
		Partner with Mountain Comprehensive Care to work within our school to invest in the social and emotional needs of students.	Questioning within sessions	Wellness Meetings	None
		Teachers will incorporate various types of SEL activities within their lessons.	Observation	Lesson Plans	None
		Opportunity for professional development regarding social emotional learning.	Professional Development	Agendas	None
		Incorporate character education into classroom instruction (such as check in/out, DARE, PRIDE)	Observation	Lesson Plans	None
		Suicide awareness training completed each school year.	Observation	Observation	None
		Incorporate clubs and organizations that promote community service and social emotional development.	Participation	Meeting Notes	None
		Plan mental health first aid training	Participation	Wellness Meetings	None
		Develop District Trauma-Informed Education Plan	Trauma-Informed Plan	Trauma-Informed Plan	None

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: