

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1: 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
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.	Review, Analyze, and Apply Data	Administrator/Teacher teams will 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
		Benchmark reports will be given to the school council three times per year upon completion of Benchmark testing.	Agenda	Agenda	None
	Design, Align, and Deliver Support	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
		If funding is available, the District will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Books purchased	Meetings to review materials.	Title I Part A and General

Goal 1: 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
	Design, Align, and Deliver Support	Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information to staff.	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General
		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 in; K-3 - Reading and Math, 4-6 - Subject specific.	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
		All grade levels, K-6, will administer a universal screening	Improved scores	SBDM reports	General funding

Goal 1: 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
		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 using MAP & STAR testing.			
		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.	Improved scores	Screening reports	General, ESSER, and Title I Part A
		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: 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 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
<p>Objective 1</p> <p>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.</p>	<p>Design, Align, and Deliver Support</p>	<p>The principal will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly.</p>	Agendas	Agendas	None
		<p>Restructure PLC's to vertical teams by content area as needed along with grade level teams.</p>	Survey	Agendas	None
		<p>Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.</p>	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General
		<p>Release time will be provided, if needed, for PLC's to meet.</p>	Agenda	Agendas	Title I Part A
		<p>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.</p>	PD documentation	PD documentation	None
		<p>Teachers will incorporate learning targets into classroom instruction in; K-3 - Reading and Math, 4-6 - Subject specific.</p>	Lesson Plans	Visible in classrooms	None
		<p>Continue to update & follow the revised K-12 Writing Plan. Writing team, composed of teachers, School</p>	Improved On-Demand Writing Scores	On-Demand Writing Scoring at least 3 times per year.	None

	Design, Align, and Deliver Support	Administrators, and District Administrators will meet periodically to score on-demand writings to assist with timely feedback.			
		Do-What, STRAP writing strategies implemented across curriculum	Improved writing skills for our students	Team Meetings	Title II Part A for Subs
		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
		Updated Science Policy and K-12 Science Plan aligned to NGSS.	Vertically Aligned Plan	Lessons and writing plan	None
		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
Objective 2					

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify any barriers to instruction and collaborate to increase scores for all students in the gap groups in all content areas.	Review, Analyze and Apply Data	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.	Improved scores	Monthly reports	General funding
		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.	Improved scores	Screening reports	General funding and Title I Part A
		Administrators/Teachers (including special education staff) will meet after each benchmark assessment to identify targeted (gap) students, analyze performance data, and discuss remediation strategies for those eligible in reading and math.	Improved scores	Notes from meetings	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze and Apply Data	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
		The school will continue our Panther PBIS program - "WE ARE PIKEVILLE"	Improved behavior	Fewer discipline referrals	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
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: Growth

Goal 4: Work to understand growth portion of our accountability system and establish a strong baseline to determine goals for our future. Focus of elementary is on each student improving or maintaining proficient/distinguished performance level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Focus of school 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
		See Goal 1 and Goal 2			
Objective 2					

5: Transition Readiness

Goal 5: Work to understand transition readiness portion of our accountability system and establish a strong baseline to determine goals for our future.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Collaborate to increase our understanding of the transition portion of our accountability system to help establish a strong baseline.</p>	<p>Design, Align and Deliver Support</p>	<p>Teachers will incorporate use of a variety of available technology resources into instruction each week. Students will be exposed to technology on a greater scale with the employment of a full-time technology teacher.</p>	<p>Improved digital literacy scores</p>	<p>Assessment reports</p>	<p>General</p>
		<p>Teachers will utilize outside experts/guest speakers and partner with different groups (4H, Family Resource Center, High School classes, Etc.) in the areas of business, finance, and /or the arts as part of units of instruction.</p>	<p>Exposure to additional resources in the community</p>	<p>Lessons and participation</p>	<p>None</p>
		<p>Upon request, parents who are new to the school will be paired with a "Parent Mentor". This information will be shared with all parents several times throughout the year via teacher open house notes, supply lists, and social media messages.</p>	<p>Survey results</p>	<p>Notes sent home</p>	<p>None</p>
		<p>The Family Resource Center will support/conduct Family Education Nights in various academic engagements throughout the school year – examples being STEAM night, Cookies with Santa, etc.</p>	<p>Sign in sheets</p>	<p>Surveys and sign in sheets</p>	<p>Title I Part A and Family Resource</p>

Goal 5: Work to understand transition readiness portion of our accountability system and establish a strong baseline to determine goals for our future.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align and Deliver Support	Administer the Brigance Kindergarten screener and other screening tools as needed.	Completed screeners	Schedules and screeners	General
		Counselor and technology teacher will introduce 6th Grade Students at PES to the 14 career clusters, with opportunities to explore one or more in depth using Powerschool/Naviance.	ILP	ILP	General
		ILP's will be completed by 6th graders and will be incorporated into a selected course as a research tool for career choices.	ILP	ILP	None
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7: 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 (such as talk circles).	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
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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