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
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.	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. *Six Sigma, Shipley, Baldridge, etc.*).	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. 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.

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the overall number scoring proficient and distinguished in reading and math for Pikeville Independent Schools: PJHS in reading 59.6% to 63.2% and in math 62.8% to 64.3%: and for PHS in reading 58.3% to 62.2% and in math 68.3% to 70% by May 2022 as measured by state testing.	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
	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
		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
		Administrators will provide walk-through insights email to faculty periodically.	Observations	Observations, walk-through tool	None
		Grades 7-11 English teacher will be administering STAR reading to determine student Lexile levels to help select appropriate reading material. Math teacher will be	Improved scoring on reading assessment	STAR reports	SBDM/General Fund for assessments

		administering STAR math to determine the measure of students' math level.			
		All math teachers will work to improve student use of the DESMOS on-line calculator.	Observations	Observations	None
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.

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: PJHS science 33.3% to 36.38%, social studies 76.8% to 77.9%, and writing 88.8% to 89.8% and for PHS in science 40.4% to 43.02% and writing 88.8% to 89.8% by May 2022 as measured by state testing.	Review, Analyze, and Apply Data	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	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
		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
		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
		Administrators will provide walk-through insights email to faculty periodically.	Observations	Observations, walk-through tool	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: 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 In both the middle school and high school, we will increase the percentage of students in the gap group scoring proficient and distinguished in all content areas.	Review, Analyze and Apply Data	On behalf of SBDM Councils, once each semester, Principal reports to the Board will include Implementation and Impact Reports (I & I Checks) for the Comprehensive School Improvement Plan (CSIP) along with concerns and needs.	School improvement	Board minutes and SBDM minutes	None
		Principal and faculty will review disaggregated data for student subgroups.	Data analysis	Board minutes	None
		Develop rigorous and achievable goals that close achievement gaps and support the unique strengths and needs of the student. For disability related need(s), the IEP team will develop rigorous and achievable goals that are designed to close the student's achievement gaps in academic achievement and functional expectations. A goal may address more than one disability-related need and all goals ensure alignment among baseline, level of attainment, and progress monitoring.	IEPs	IEPs and conferences	None

		Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.	Improved grades and scores	Classes and lessons	None
	Design and Deliver Instructions	District leadership will facilitate faculty/staff collaboration focused across student subgroups/levels/schools to identify key transition points and facilitate vertical teaming to aid in successful transition for each student.	Successful transitions	Progress monitoring	None
		Do-What, STRAP writing tools implemented across curriculum.	Improved writing skills for our students	Professional Development, lessons, writing samples	None
	Design and Deliver Instructions	Continue to update K-12 Writing Plan	Vertically aligned plan	Lessons and writing plan	None
		Administrators will provide walk-through insights email to faculty periodically.	Observations	Observations, walk-through tool	None
		ESS will target our GAP population two sessions weekly for homework help while providing transportation.	Increase in number of students staying for ESS	Attendance of ESS, grades, and observations	
		Edgenuity used two weeks in summer school and throughout school year to help students pass classes they have failed. This will provide them the opportunity to regain lost credits.	Increase number of students passing failed courses	Edgenuity, monitoring grades	ESS and General
		See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and 2
	Establishing a Learning Culture and Environment	District will work to implement a flexible professional development component for a limited portion of the 24 hours required. Teachers will need to have prior approval of both the building Principal or the Professional	Improved IMPACT survey results for PD	Documentation of PD	None

		Development Coordinator before hours can be applied.			
		District PLC's will meet on scheduled PD days for opportunities to work on vertical alignment.	Survey results	Meeting Notes	None
	Design and Deliver Instruction	Summer Program offered to continue learning opportunities.	Increase in number of academic skills for students	Classes and lessons	ESSER

4: Growth

Goal 4 (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 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 junior high is on each student improving or maintaining proficient/distinguished performance level.	Review, Analyze and Apply Data	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					

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	ESS and General fund
		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	More dual credit and CTE programs	Analyze student data	None

		programs (i.e., the statewide dual credit agreement with KCTCS)			
	Design and Deploy Standards	Teachers will participate in vertical alignment activities during PLC sessions as needed. (Vertical PLCs will be as needed at elementary along with grade level teams.)	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
		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 8th 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 7th-12th 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.	Questioning within sessions	Wellness Meetings	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 lessons	Observation	Lesson Plans	None
		Opportunity for professional development regarding social emotional learning.	Professional Development	Agendas	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
Objective 2					

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

TSI schools (including ATSI 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.	☒
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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
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.	☒
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