

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.

Operational Definitions

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

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

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.
- 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: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for 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>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. 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>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

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 72.1% to 79.5% and math 69.8% to 76.7%) by 2024. (5-year goal)

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 72.1 to 73.4 and math from 69.8 to 71.2 by 05/31/2021 as measured by K-PREP. (One-year goal)	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. (SWP 1, 2, 8, and 9)	See activity	5x per year	General Fund for assessments \$4,000
		Benchmark reports will be given to the school council three times per year upon completion of Benchmark testing. (SWP 2, 4, and 7)	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. (SWP 1 and 2)	Agendas	Agendas	None
		Restructure PLC's to vertical teams by content area as needed along with grade level teams. (SWP 4)	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 \$50,000
Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General \$4,000		

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 72.1% to 79.5% and math 69.8% to 76.7%) by 2024. (5-year goal)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		relevant information to staff.. (SWP 4)			
		Release time will be provided, if needed, for PLC's to meet. (SWP 3 AND 4)	Agenda	Agendas	Title I Part A, PD funds \$2,000
		Through analysis of TELL 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. (SWP 3)	PD documentation	PD documentation	None
	Design, Align, and Deliver Support	Teachers will incorporate learning targets into classroom instruction in; K-3 - Reading and Math, 4-6 - Subject specific. (SWP 2 and 6)	Lesson Plans	Visible in classrooms	None
		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. (SWP 1, 2, and 8)	Lesson plans	Visible in classrooms and observations	General fund salary of teacher \$47,000
		All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring). Students in grades 3-6 are being monitored 3x per year in the areas of reading and math. (SWP 1 and 2)	Improved scores	SBDM reports	General funding \$4,000

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 72.1% to 79.5% and math 69.8% to 76.7%) by 2024. (5-year goal)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continue to employ Read 180, Khan Academy, Splash Math, Moby Max, Reading Recovery, Accelerated Reader, MAP, STAR, BrainPOP, ABC Mouse, and Lexia in order to increase academic performance. (SWP 1, 2,4, 6, and 7)	Improved scores	Screening reports	General funding and Title I Part A \$120,000
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 57.1% to 66.9%, social studies 68.3% to 75.5%, and writing 59.8% to 68.9%) by 2024. (5-year goal)					
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 57.1 to 59.1, social studies 68.3 to 69.7, and writing 59.8 to 61.6 by May 2021 as measured by state testing.	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. (SWP 1 and 2)	Agendas	Agendas	None
		Restructure PLC's to vertical teams by content area as needed along with grade level teams. (SWP 4)	Survey	Agendas	None
		Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs. (SWP 4)	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General \$4,000
		Release time will be provided, if needed, for PLC's to meet. (SWP 3 AND 4)	Agenda	Agendas	Title I Part A, PD funds \$2,000
		Through analysis of TELL 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. (SWP 3)	PD documentation	PD documentation	None
		Teachers will incorporate learning targets into classroom instruction in; K-3 - Reading and Math, 4-6 - Subject specific. (SWP 2 and 6)	Lesson Plans	Visible in classrooms	None

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 57.1% to 66.9%, social studies 68.3% to 75.5%, and writing 59.8% to 68.9%) by 2024. (5-year goal)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support	Writing team, composed of teachers, School Administrators, and District Administrators will meet periodically to score on-demand writings to assist with timely feedback	Improved On-Demand Writing Scores	On-Demand Writing Scoring at least 1x per 9 weeks.	\$4,0000
		Writing Plan/Policy will be revised to reflect changes to reading and writing standards	Writing Policy/Plan	Walkthroughs/ On-Demand Writings	None
		Science Teachers will collaborate with district administration to align assessment and lessons with the new accountability system	Increased Science Assessment Scores	Lesson plans	None
		STEAM activities all have a focus in science and social studies.	Increased scores	Lesson plans and activities	None
Objective 2					

3: Achievement Gap

Goal 3: Increase the ratings in all content areas at the elementary for all students in the gap group.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase scores for all students in the gap groups in all content areas. (see attached Long Term Goals by year)	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 3-6 are being monitored 3x per year in the areas of reading and math. (SWP 1 and 2)	Improved scores	Monthly reports	General funding \$4,000
		Continue to employ Read 180, Khan Academy, Splash Math, Moby Max, Reading Recovery, Accelerated Reader, MAP, STAR, BrainPOP, ABC Mouse, and Lexia in order to increase academic performance. (SWP 1, 2,4, 6, and 7)	Improved scores	Screening reports	General funding and Title I Part A \$120,000
		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. (SWP 1, 2 4, 6, and 7)	Improved scores	Notes from meetings	None
		Targeted students will be progress monitored on the following schedule: Tier 2- at least once every two weeks; Tier 3 - Once every week. (SWP 2 and 7)	Screening reports	Screening reports	None
		Student progress data will be used to adjust current instructional plans and to change and/or adjust	Adjusted lesson plans	Lesson Plans	None

Goal 3: Increase the ratings in all content areas at the elementary for all students in the gap group.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze and Apply Data	student intervention groupings. (SWP 1, 2, 3, 6, and 7)			
		The school will implement a new Panther PBIS program - "WE ARE PIKEVILLE" (SWP 8)	Improved behavior	Fewer discipline referrals	None
		Common language- Writing Vocabulary will be developed that will allow a more uniform approach to writing throughout the school	More consistent writings	Scored writing pieces	None
		Collaboration will be increases 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. (SWP 4 and 7)	Sign in sheets	Surveys and sign in sheets	Title I Part A and Family Resource \$400
Objective 2					

4: Growth

Goal 4: Work to understand growth portion of our new accountability system and establish a strong baseline to determine goals for our future. Focus of district 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	An updated School-Wide writing plan will be developed and monitored (SWP 2 and 6)	Updated Writing plan	Policy	None
		Periodic Writing Committee meetings will be held to check progress of writing plan implementation. (SWP 2 and 6)	Agenda/minutes	Minutes	None
		Writing team meets periodically to score and analyze student writing. (SWP 2 and 6)	Improved writing scores	Improved scores	None
		Administrators will meet with parents of struggling students to discuss intervention plans and provide strategies/resources for improvement. (SWP 4)	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 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	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. (SWP 1, 2, and 8)	Improved digital literacy scores	Assessment reports	General \$2,000
		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. (SWP 8)	Exposure to additional resources in the community	Lessons and participation	None
		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 principal stakeholder emails.(SWP 4)	Survey results	Notes sent home	None
		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. (SWP 4 and 7)	Sign in sheets	Surveys and sign in sheets	Title I Part A and Family Resource \$400

Goal 5: 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
	Design, Align and Deliver Support	Administer the Brigance Kindergarten screener before the school year begins. (SWP 2, 4, 5, and 7)	Completed screeners	Schedules and screeners	General \$500
		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 Naviance. (SWP 2 and 8)	ILP	ILP	Naviance General fund \$5,000
		ILP's will be completed by 6th graders and will be incorporated into a selected course as a research tool for career choices. (SWP 2 and 8)	ILP	ILP	None
		Counselor and technology teacher will receive training in ILP completion and in the use of the ILP as a research tool to help students develop and plan career goals. (SWP 2 and 8)	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 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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:
<p>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?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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:

Blank response area for describing the process used to review the learning culture and additional actions.

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.	<input checked="" type="checkbox"/>
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