CSIP/CDIP for 2019-2020

## 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.

Green highlights indicate additions and changes.

**Proficiency**

Goal 1 *:* : Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on K-PREP for middle (reading from 76.6% to 81.9%, math from 67.3% to 74.7%) and high school (reading from 65.8% to 73.6%, math from 62.2% to 70.8%) students in 2024. (5-year goal)

Objective 1: Collaborate to increase the overall number scoring proficient and distinguished in reading and math for Pikeville Independent Schools: PJHS in reading 76.6% to 77.7% and in math 67.3% to 68.8%: and for PHS in reading 65.8% to 67.4% and in math 62.2% to 63.9% by May 2020 as measured by state testing. (One-year goal)

Activities

* 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.
* All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.
* If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.
* Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.
* Intervention classes for junior high and high school students will be available in reading and math.
* Administrators will provide walk-through insights email to faculty periodically.
* Grades 7-11 English teacher will be administering STAR reading to determine student Lexile levels to help select appropriate reading material.
* All math teachers will work to improve student use of the DESMOS on-line calculator.

**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 middle school (science 32.0% to 47.5%, social studies 76.8% to 82.1%, and writing 39.0% to 52.9%) and high school (science 42.5% to 55.6% and writing 74.0% to 79.9%) students by 2024. (5-year goal)

Objective 1: Collaborate to increase the overall number scoring proficient and distinguished in science, social studies, and writing for Pikeville Independent Schools: PJHS science 32.0 to 35.1, social studies 76.8 to 77.9, and writing 39.0 to 41.8 and for PHS in science 42.5 to 45.1 and writing 74.0 to 75.2 by May 2020 as measured by state testing.

Activities

* All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.
* If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.
* Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.
* Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.
* Do-What, STRAP implemented across curriculum.
* Updated Writing Policy and K-12 Writing Plan
* Administrators will provide walk-through insights email to faculty periodically.

**Achievement Gap**

Goal 3 *:* Increase the percent of proficient and distinguished in all content areas at the junior high and high school for all students in the identified gap groups.

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.

Activities

* 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.
* Principal and faculty will review disaggregated data for student subgroups.
* 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.
* Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.
* 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.
* 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 Development Coordinator before hours can be applied.
* District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed.
* Student/Faculty Connections Survey for Mentoring Program
* Administrators will provide walk-through insights email to faculty periodically.
* Do-What, STRAP implemented across curriculum.
* Updated Writing Policy and K-12 Writing Plan
* ESS will target our GAP population two sessions weekly for homework help while providing transportation.
* Odysseyware used two weeks in summer school and throughout school year to help students pass classes they have failed. This will help them be able to regain lost credits.
* See Goal 1 and Goal 2

**Graduation rate**

Goal 4: The 4-year adjusted cohort graduation rate from 100% to 95% by 2023-2024. (95% is the goal by KDE for the 4-year adjusted cohort.)

Objective 1: Collaborate to reach the freshman graduation rate 95% by 05/30/2020 as measured by graduation formula.

Activities

* The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.
* 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.
* 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 63%.
* ESS tutoring will be offered and determined by teachers and administration.
* District will purchase an ACT program to target all students to improve scores.
* Odysseyware used two weeks in summer school and throughout school year to help students pass classes they have failed. This will help them be able to regain lost credits.

**Growth**

Goal 5*:* Work to understand growth portion of our new 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 1: Focus of junior high is on each student improving or maintaining proficient/distinguished performance level.

Activities

* 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.
* School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.
* Use of Khan Academy to help students to review content or move ahead with advanced topics.
* See Goal 1 and Goal 2

**Transition Readiness**

Goal 6 : Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.

Objective 1: Collaborate to increase our understanding of the transition portion of our new accountability system to help establish a strong baseline.

Activities

* Transition services including vocational rehabilitation services and higher education opportunities for students with disabilities.
* The district will provide ACT workshop for grades 9 thru 12. Along with progress monitoring for grades 7-8.
* Technology upgrades will be provided as funding allows, this includes computers and calculators.
* 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.
* Students who do not meet benchmark on ACT will be provided interventions and support.
* Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)
* 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.)
* Both schools will continue to monitor and update writing plan as needed.
* Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.
* Students in grades 7-12 will use Naviance for their Individual Learning Plans.
* A college readiness screener test will be given to students beginning in the 8th grade year.
* Juniors and seniors are provided opportunities to attend college fairs to be exposed to post-secondary options.