



2020-2021 Phase Three: Comprehensive School Improvement Plan_08272020_13:27

2020-2021 Phase Three: Comprehensive School Improvement Plan

Pine Knot Elementary School

Rebecca Blakley

6519 South Hwy 1651

Pine Knot, Kentucky, 42635

United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, Baldridge, 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.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, 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.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PKES CSIP		.

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.

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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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>).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal). Pine Knot Elementary will increase the number of students scoring proficient in Reading and Mathematics as measured by the IREADY and KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pine Knot Elementary will increase the number of students scoring proficient in Reading by 10%.	KCWP4: Review, Analyze and Apply Data	Data boards will be used to track students' achievement levels. Students will be grouped based on their scores. Each student will receive two math and one reading class. Students will also receive reading and math flex classes. RTI interventions will be used to monitor students who have been identified below grade level. We will utilize the in-school reading program through SAVE and the after-school homework help. Using the IReady program students will have access to individualized instruction. Teachers will monitor weekly assessments and provide re-teaching as needed.	Fall, Winter, Spring IREADY Assessments, 9 week testing, classroom formative and summative tests	IREADY tests are given in the fall, winter, and spring. Weekly formative and summative classroom assessments.	
		After analyzing student data, parent nights will be scheduled and parents have an opportunity to attend teacher conferences to discuss strategies for improvement.	Parent sign-in sheets will be monitored for participation and kept on file.	Copies of sign-in sheets and phone/contact logs are kept. Weekly formative and summative assessments.	
		Curriculum alignment and curriculum meetings	Increase in student achievement	Curriculum Meeting Minutes	
Objective 2 Pine Knot Elementary will increase the number of students scoring proficient in					

Goal 1 (State your proficiency goal). Pine Knot Elementary will increase the number of students scoring proficient in Reading and Mathematics as measured by the IREADY and KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math by 10%. Math will maintain less than 10% novice.	KCWP4: Review, Analyze and Apply Data	Data boards will be used to track students' achievement levels. Teachers will monitor weekly assessments and provide re-teaching as needed.	Fall, Winter, Spring IREADY assessments, 9 week testing, classroom formative and summative tests.	IREADY tests are given in the fall, spring, and winter. Weekly formative and summative classroom assessments.	
		After analyzing student data, parent nights are scheduled to give parents the opportunity to discuss strategies for improvement.	Increase in parent participation at parent nights.	Copies of sign-in sheets and phone/contact logs are kept.	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Pine Knot Elementary School will maintain the number of students scoring novice to less than 10% in Science, Social Studies, and Writing on IREADY and KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pine Knot Elementary will increase the number of students scoring proficient in Writing and maintain less than 10% novice. Pine Knot Elementary will increase the number of students scoring proficient in Social Studies and maintain less than 10% novice.	KCWP4: Review, Analyze and Apply Data	Teachers will do an On-Demand Writing once a month. Teachers are giving students weekly open responses or extended responses in all content areas to increase writing skills.	Teachers should see a decrease in apprentice and novice scores on the Monthly On-Demand Data. Weekly Open Response Data should see a decrease in apprentice and novice scores.	On- Demand Data Open Response Data	
	KCWP4: Review, Analyze and Apply Data				
		Teachers will utilize the Khan Academy program to monitor and increase Social Studies scores	Weekly Assessment Formative and Summative Assessments	Data from formative and summative assessments data	
Objective 2 Pine Knot Elementary will increase the number of students scoring proficient in Science by10%. Science will maintain less than 10% novice.	KCWP4: Review, Analyze and Apply Data	Teachers will monitor student progress weekly through formative and summative assessments. Science task (TCT) will be implemented twice a year and submitted to KDE. MAP assessment will be completed 3 times a year and data will be analyzed to monitor student achievement	Data will be analyzed to monitor student progress.	IREADY data Weekly formative and summative assessment data	

Goal 2 (State your separate academic indicator goal.): Pine Knot Elementary School will maintain the number of students scoring novice to less than 10% in Science, Social Studies, and Writing on IREADY and KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Pine Knot Elementary School Special Education will have less than 10% novice in all content areas.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Special need students will maintain less than 10% novice in all content areas.	KCWP4: Review, Analyze and Apply Data	Data boards will be used to track students' achievement levels. Students will be grouped based on their scores. Each student will receive two math and one reading classes. Students will also receive reading and math flex classes. RTI interventions will be used to monitor students who have been identified below grade level. We will utilize in-school reading program through SAVE and the after-school homework help. Using the IReady program students will have access to individualized instruction. Teachers will monitor weekly assessments and provide re-teaching as needed.	Increase in student achievement	IREADY Data, 9 week testing and Formative and Summative Assessment Data	
		After analyzing student data, parent nights are scheduled so that they have an opportunity to discuss strategies for improvement	Increase in student achievement	Sign-In sheets from Parent Nights are monitored and stored.	

4: Growth

Goal 4 (State your growth goal.): Pine Knot Elementary will increase the number of students showing growth in Reading and Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pine Knot Elementary School will increase the number of students showing growth in reading and math by 10%.	KCWP4: Review, Analyze and Apply Data	Nine week lesson plans are developed to ensure research based instruction strategies and materials and learning targets aligned to Common Core Standards.	Increase in student achievement	Formative and Summative Assessment Data	
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

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

7: Other (Optional)

Goal 7 (State your separate goal.): N/A					
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:
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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