

Paintsville Jr./Sr. High School Comprehensive School Improvement Plan (CSIP) 2024-2025

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 goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. PLCs- Breakdown individual areas and scores
2. 2. Focus on populations- Special Education & Economically Disadvantaged
3. 3. Increased focus on Student Engagement

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Key Core Work Process 4: Review, Analyze, and Apply Data- Breakdown individual areas and scores in PLCs
- Key Core Work Process 2: Design and Deliver Instruction-Increased focus on Student Engagement
- Key Core Work Process 4 & 2: Special Education & Economically Disadvantaged

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Middle: low 58.9 High: medium 60.5	Middle: increase 5.3 High: maintain -2.5
State Assessment Results in science, social studies and writing	Middle: medium 50.1 High: very high 85.3	Middle: increased 1.3 High: sig increase 17.9

English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Middle: High 72.5 High: Very High 77.4	Middle: Green High: Blue
Postsecondary Readiness (high schools and districts only)	Very High 66.3	Significant Increase 3.1
Graduation Rate (high schools and districts only)	93.8 Green	High -1.3

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: By spring of 2027, Paintsville High School will increase the percentage of students scoring proficient or distinguished as follows: ● middle school (7-8) - reading from 31% to 61% and math from 29% to 50% ● high school (9-12) - reading from 48% to 75% and math from 42% to 70% as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Paintsville High School will increase the percentage of students scoring proficient or distinguished as follows: ● middle school (7-8) - reading from 39% to 45% and math from 31% to 41% ● high school (9-12) - reading from 51% to 61% and math from 42% to 52% as measured by state assessments.	KCWP 4 Implement a uniform way to elicit, interpret, and act on meaningful evidence of student learning in order to deliver effective support for students with disabilities and ensure that all shareholders are working together to meet student needs.	School leadership and teachers will collaborate to implement systems for tracking individual student data in order to inform instructional decision making. In weekly content PLCs, teachers disaggregate data by subgroup to facilitate discussion, plan for individual student needs, and “name and claim” students based on data results.	increased student achievement more effective individual student support an intervention	formative, summative, and benchmark assessments lesson plans reflecting individual supports/ interventions observations/ walkthroughs PLC documentation and data reporting forms	district funding if needed

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Paintsville High School will increase the percentage of students scoring proficient or distinguished as follows: ● middle school (7-8) science from 9% to 30%, social studies from 42% to 52%, and writing from 49% to 55% ● high school (9-12) - science from 9% to 20%, social studies from 40% to 50%, and writing from 73% to 75% as measured by state assessments.	KCWP 2:Design and deliver a system for delivering high quality instruction in order to ensure consistent implementation of cognitively engaging instructional practices that meet the needs of all students.	School leadership will collaborate with KDE staff and other outside agencies to provide training around effective student engagement strategies. In collaboration with teachers, leadership will design and implement high quality instruction that increases levels of cognitive engagement and decreases barriers and distractions to learning. Timelines for implementation will be determined by the school calendar. Intentional monitoring of implementation will be built in to walkthrough documents and PLC protocols.	increased student achievement increase in effective engagement strategies being planned and implemented	formative, summative, and benchmark assessments observations/walkthroughs lesson plans PLC documentation	district funding if needed

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
<p>Objective 1: By spring of 2025, Paintsville High School will increase the percentage of students with disabilities scoring proficient or distinguished as follows: ● middle school (7-8) - reading to 40% and math to 40% ● high school (9-12) - reading to 40% and math to 40% as measured by state assessments.</p>	<p>KCWP 2 Align and define a system for delivering high quality instruction in order to ensure consistent implementation of evidence-based instructional practices that meet the needs of all students.</p>	<p>School and district leadership will collaborate with educational cooperative staff to provide training around effective co-teaching strategies. In collaboration with regular and special education teachers, leadership will design and implement co-teaching models in reading and math. Timelines for implementation will be determined by the school calendar. Communication amongst all shareholders regarding lesson planning and monitoring of IEP goals will be strategic and ongoing throughout the year. Following each assessment, individual student progress will be disaggregated and analyzed to inform decision-making.</p>	<p>increased student achievement for students with disabilities increase in effective co-teaching models being planned and implemented consistent progress toward IEP goals</p>	<p>formative, summative, and benchmark assessments observations/walkthroughs lesson plans ARC meetings/IEP review</p>	<p>district funding if needed</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, all EL students at Paintsville High School School not reaching English Language Proficiency will progress by at least .5 levels as measured by ACCESS testing.	KCWP 4 Implement a uniform way to elicit, interpret, and act on meaningful evidence of student learning in order to deliver effective support for EL students and ensure that all shareholders are working together to meet student needs.	EL students will be strategically seated in close proximity with the classroom teacher to make the teacher more accessible to EL students. Google Translator will also be loaded on Chromebooks, so that EL students can easily translate content as needed. School leadership and teachers will also collaborate with outside agencies to support EL families per district coordinated contacts. Timelines for implementation of support will be set by the district and based on the school calendar.	increased student achievement for EL students	formative, summative, and benchmark assessments	district funding if needed

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Paintsville High School will increase: ● middle school (7-8) - the climate index score from 66.4 to 76 and the safety index score from 62.8 to 69 ● high school (9-12) - the climate index score from 64.9 to 62 and the safety index score from 63.6 to 68 as measured by the School Climate and Safety Survey	KCWP 6 Improve the learning environment and culture of students to foster a community of learning and support.	Middle and High School leadership teams will meet monthly to collaborate on designing systems for implementation of PBIS at both schools. The ABRI Tier 1 checklist will be used to guide this work. Specific work will include creation of acronyms for behavior management, design of charts to be posted in common areas, and refining implementation of MTSS.	increase in positive student behavior decrease in office referrals for behavior incidents increased consistency in implementation of PBIS systems improved positive responses on surveys increased student achievement improved attendance	documentation designed through meetings - tracking sheets, charts, etc. behavior reports in IC student, teacher, parent surveys formative, summative, and benchmark assessments observations/walkthroughs	district funding if needed

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Objective 1: By spring of 2025, Paintsville High School will increase the postsecondary readiness rate from 76.5 to 83, as measured by state assessments.	KCWP 4 Implement a uniform way to elicit, interpret, and act on meaningful evidence of student learning in order to deliver effective support for students and ensure that all shareholders are working together to meet student needs.	School leadership and appropriate support staff will collaborate throughout the school year to monitor postsecondary readiness. Support programs will be implemented and monitored as needed. (i.e., ACT Bootcamp, use of MasteryPrep, Transition Fairs, Communication with ATC, pathway teacher mentoring and support)	increased number of students hitting benchmark scores on the ACT or KYOTE exams increased number of students completing a given pathway increased number of students passing an industry certification exam	postsecondary readiness documents data from ACT, KYOTE, CERT data from industry certification exams transcript audits	district funding if needed

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Paintsville High School will increase the 5 year graduation rate from 96.7% to 98, as measured by state reporting requirements.	KCWP 4 Implement a uniform way to elicit, interpret, and act on meaningful evidence of student learning in order to deliver effective support for students and ensure that all shareholders are working together to meet student needs.	School leadership and appropriate support staff will collaborate throughout the school year to ensure that all students are on track to graduate. Support programs will be implemented and monitored as needed. (i.e., Grad Tracker tool, Persistence to Graduation, Early Warning Tool, Mentoring)	increased number of students on track to graduate on time	student transcript audits monitored as needed analyze master schedule course offerings and placement to ensure proper graduation tracks as needed student scheduling meetings as needed	district funding if needed

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<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? Response:</p>
<p>Identification of Critical Resources Inequities:</p>
<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. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>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:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p>

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?

Response:

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

TSI/ATSI 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 (EBP) 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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 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:

CSI 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 (EBP) 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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