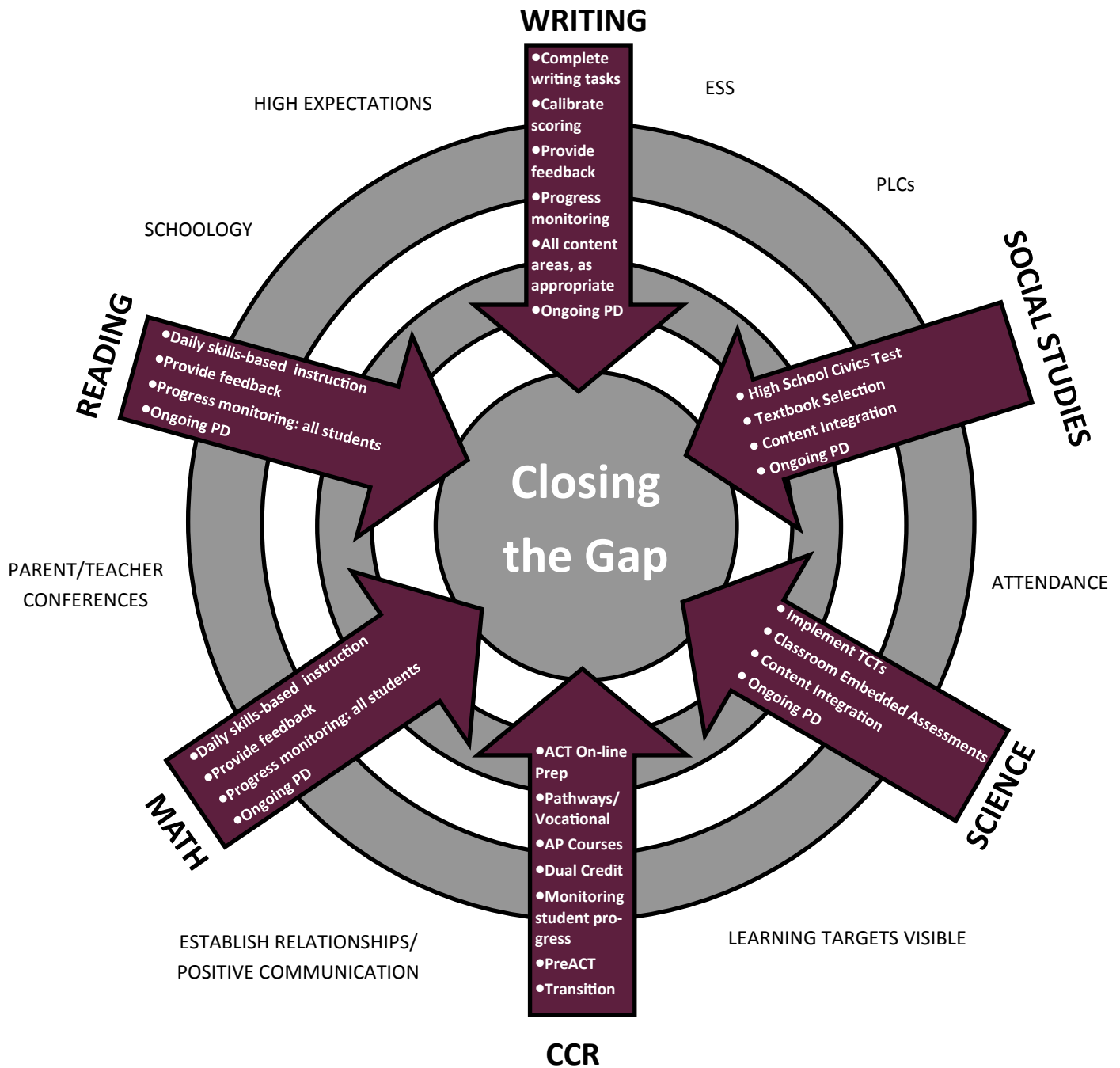


PIKEVILLE INDEPENDENT

IMPROVEMENT PLAN



The mission of the Pikeville Independent School District is to provide a meaningful, integrated education in a positive, nurturing environment to develop each student as a lifelong learner and a responsible citizen in a global community.



2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/21/2017

Status: Open

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

David Thomas - Principal, Candi Roberts - 7th Grade Teacher, Jackie Priode - 8th Grade Teacher, Scott Bersaglia - Chair Arts and Humanities, Susan Kennon - Chair Science Dept., Ashley Adams - Chair Math, Rebecca King - Chair Language Arts, Brandon Blackburn - Technology, Laura Cooley - Chair Social Studies Yvette Triplett -Parent, Dawn Stewart - Guidance Counselor, Robert Jones - Principal, Kim Fields -Teacher, Kristen Potter - Teacher, Lesley Williams - Parent, Dr. Carolyn Rehmeier - Parent/ Community Leader, Mary Belcher - Instructional Supervisor

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

For PES - The Area of Advocacy is identified as a leverage point due to the fact that school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs. In the area of relationship building, the planning team felt strongly that school staff understands that strong relationships with parents contribute to effective teaching and learning. Also, the team felt that stakeholders feel welcomed when they visit the school. For PHS - Relationship building was scored as a proficient rating. Parents report that school staff is friendly and welcoming. Our school staff understands and demonstrates the importance of building strong relationships with parents to increase student achievement. Use of technology (Schoolology, Remind App, Stakeholder Email, Teacher Web Pages, etc) increases communication efforts to inform parents and community of school information related to academics and extra-curricular activities. School staff works to collaborate with stakeholders in developing policies and procedures, to resolve issues and complaints and identify needed improvements.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

For PES - Critical areas for improvement: 1. We will work to increase parental response to surveys provided. 2. Increase percent of parents voting in school based decision making elections. 3. increase communication to parents concerning tutoring opportunities offered by local businesses/ organizations. For PHS - Providing parent-teacher conferences at convenient times for parents. Improve stakeholder access to course/curriculum information. Provide new student/parent orientation each semester. Invite academic/community partners in for parent workshops on transition to post secondary opportunities.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

For PES - 1. Principal will provide survey link to parents in communication app and email, along with written notice sent home with all students. 2. Work to schedule parent SBDM election to coincide with school/community events. Also, increase parental notice through the use of notification apps. 3. Work to provide information to all parents concerning available tutoring resources in our community. For PHS - Schedule parent/teacher conference times/opportunities for each semester. Improve access on website to course/curriculum information. Plan and implement new student parent orientation for each semester. Plan and implement workshops for parents with community academic partners.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

From TELL Survey results, our district/school has allocated additional certified staff to decrease student/teacher ratio. All certified staff is provided and equal amount of non-instructional planning time each day. 1. Teachers have time available to collaborate with colleagues--Allowed teachers planning/PD time to meet vertically to align curriculum in science and math. Also, used during school day PLC groups to analyze data on writing from grades 7-11. Social Studies teachers were provided time to review new standards and textbook options. 2. School administrators consistently enforce rules for student conduct--a more concentrated effort to communicate discipline consequences between administrators and teachers. Administration will explore the option of using electronic or paper discipline referrals by surveying teachers.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Committee meetings will be scheduled after school hours to accommodate all stakeholder's schedules. SBDM will monitor the implementation of the plan. SBDM policy will be followed in committee selection. We will use the SBDM Council structure to involved stakeholders in our development process. Parents will continue to be invited to be a part of all committees, academic and administrative. Students are involved through their participation in extra-curricular groups, such as Student Council and Class Officers.


COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Graphic of Pikeville Independent Improvement Plan	One page graphic to share with stakeholders on the focus of our district for improvement.	2, 3, 4, 1, 1

2017-2018 Phase II: District Safety Report

Phase II: District Safety Report

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Target Completion Date: 10/27/2017

Last Modified: 10/27/2017

Status: Locked

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Phase II: District Safety Report

District School Safety Report

School Safety Adoption Requirements

1. Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?

Yes, board policy (05.4) states that each school council shall adopt an emergency plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Does each public school building have a written Emergency Management Plan (EMP)?

If all schools in the district have not met the requirement, respond in the negative.

Yes, we have an Emergency Management Resource Guide for each school. The elementary principal has our EMP at PES while the high school principal has our EMP at PHS. The Safety Coordinator also has a copy of each EMP at his office at the transportation office.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes, each school council adopted a policy requiring the development and adoption of an EMP. Pikeville High School adopted a policy on 2/22/2016 (school council policy number A.16.03.23b) while Pikeville Elementary School adopted a policy on September 21, 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes. Both the Pikeville Elementary and Pikeville High School SBDM Councils adopted our EMP at their October meetings of 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has each public school building provided local first responders with a copy of the EMP and a copy of the floor plan?

If all schools in the district have not met the requirement, respond in the negative.

Both Pikeville City Police and the Pikeville Fire Departments have plans at their facilities and conduct walk-throughs on a regular basis. Both agencies also have copies of each schools floor plans.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Has each public school building's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes. Both the Pikeville Elementary and Pikeville High School SBDM Councils adopted our EMP at their October meetings of 2017. The plan has been reviewed and revised by the council, principal, and first responders for the 2017-2018 school year

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Was each public school building's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes, emergency and safety procedures are reviewed with staff during the opening week of school, prior to classes starting, August 10, 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Were local law enforcement and/or fire officials invited to review each public school building's EMP?

If all schools in the district have not met the requirement, respond in the negative.

Both the Pikeville City Police and the Pikeville Fire Department are very involved with the planning of safety measures for both schools. They are also very familiar with the plans and layouts of both schools. They both attend our drills on a regular basis.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School Safety Implementation Requirements

1. Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?

Yes, both PES and PHS are both in compliance with all safety procedures and our EMP.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. In each public school building, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

If all schools in the district have not met the requirement, respond in the negative.

Yes, all primary and secondary routes are clearly posted at both schools at all doorways for evacuation purposes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. In each public school building, has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of review.

Yes, the fire marshal has approved the designated safe zones and they are posted alongside the evacuation routes in each classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Have practices been developed in each public school building for students to follow during an earthquake?
If all schools in the district have not met the requirement, respond in the negative.

Yes, PES and PHS have been very thorough when it comes to procedures to follow during an earthquake. The Pikeville City Police and the Pikeville Fire Department were present at both schools when these drills took place during the 1st semester of the 2017-18 school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has each public school building developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?

If all schools in the district have not met the requirement, respond in the negative.

Both PES and PHS are both well prepared when it comes to the safety of the entrances to our school and classrooms. Both do a great job in screening visitors and dealing with the public. Both schools also require all visitors to wear badges when entering our schools. Visitors at both PES and PHS must be buzzed in to enter our school

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Has each public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

If all schools in the district have not met the requirement, respond in the negative.

Yes, all drills at both PES and PHS were conducted within the first 10 to 30 days of school. (August, 2017)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. In each public school building, are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days following January 1?




If all schools in the district have not met the requirement, respond in the negative.

Yes, both PES and PHS conduct all required drills during the first 30 days of the 2nd semester. Each principal schedules all drills to fit the schedule at each school. We keep a log of all drills in the front office of each school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Pikeville Elementary Policy	Attached Elementary Policy	3
 Pikeville High School Policy	Attached policy	3
 Pikeville Independent Safety Plan Policy	Attached policy	1

2017-2018 CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/22/2017

Status: Open

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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Free/reduced lunch and special education students are our largest gap groups. As a district we have a more intentional focus on these students this year. As a district, we have a low teacher turn over rate at 3.85%. The majority of our turnover is teachers retiring. All of our students have exposure to experienced teachers since 89% of our teachers have 4 or more years experience. Our district is in the top 5 when it comes to teacher pay.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Our students that appear to be most at risk are our students in poverty and students with disabilities. We are working to monitor students closely. Since the majority of our teachers (89%) have more than 4 years of experience, all students have equitable access. When a teacher is new, they are paired with an experienced teacher as a mentor for KTIP. Also, team leaders and department chairs work to provide support for our less experienced teachers.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

See attached graphic and district goal builder attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded

professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.



NOTE: Attachments Optional

See attached graphic and district goal builder.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Equity Data FY18	Equity Data for Pikeville Independent	, ,
 Graphic of Pikeville Independent Improvement Plan	Attached graphic to summarize improvements for all content areas in one page.	, ,

Phase II: The Needs Assessment District Diagnostic

Phase II: The Needs Assessment District Diagnostic

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/21/2017

Status: Open

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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our administrative staff at each school meets when scores are released. Each school reviews data with teachers which is documented on our planning/professional development days. Our District Assessment Coordinator presents information to our board and administrative teams. Principals review data with their councils and continue to progress monitor throughout the year. Principals also present implementation and impact checks to the board once a semester.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Non-Academic Data - 15% increase in recorded behavior events for our free and reduced students. Teacher attendance rate is high. For 2015-2016, teacher attendance rate was 94.95% compared to 94.2% for the 2016-2017 school year. The attendance rate decreased only 0.75%.

Academic Data - For PES, 3% decrease in reading non-duplicated Gap group for 2017 scoring proficient/distinguished and PJHS had a decrease 4.3% with PHS increasing 8%. For PES a 6% increase in math non-duplicated group for 2017 scoring proficient/distinguished and PJHS had an increase of 11.6% with PHS increasing 28.3%. In math, even with increases none of the schools

met their delivery target in math for our non-duplicated gap group. Both areas saw a decline in free/reduced students percentage. We had few students score distinguished in our non-duplicated gap group in writing for the middle school. All content areas need to give more focus to our free and reduced lunch population students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

As a district we are seeing a trend in writing for the past two years at the elementary and middle school levels. At the middle school level, there was a drop of 25% of our non-duplicated gap group in writing. We are also see a trend in our middle school reading, math, and writing not meeting delivery targets.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

As a district we are seeing a trend in writing for the past two years at the elementary and middle school levels. We are focusing on writing. With support of teachers having success and trainings being provided, we have teams working at both schools to target our writing. We are also see a trend in our middle school reading, math, and writing not meeting delivery targets. More intentional moderating of data and targeting of our gap population is being done at all schools.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Review, Analyze and Apply Data Results - Our focus will be on process and practice of data use. We will be monitoring our students data with universal screeners and classroom assessments to determine next steps in our instruction to address the needs of our students. Assessment Literacy - We have writing teams at both schools that are assisting in scoring of writing tasks and to check/calibrate our scoring of students' writing.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.






Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate is currently 96.3%. High school EOC's received maximum point value for Algebra II, Biology, and English 10. Writing at the high school has continued to meet delivery targets.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Graphic of Pikeville Independent Improvement Plan	One page graphic to share with stakeholders showing focus of our district for improving.	, , , ,
 Graphs for Pikeville Elementary comparing 2016 and 2017	Graphs show a comparison of students in non-duplicated gap groups scores by performance levels for 2016 and 2017.	, , , ,
 Graphs for Pikeville High School Comparing 2016 and 2017	Graphs comparing performance levels of 2016 and 2017 by Gap groups.	, , , ,
 Graphs for Pikeville Junior High Comparing 2016 and 2017	Graphs for our junior high that compares 2016 and 2017 performance levels by gap groups.	, , , ,
 Preliminary Summary Results Comparison (2016 to 2017)	Document sent out to administrators to review to compare the preliminary results of testing.	, , , ,

Phase III: Executive Summary for Districts

Phase III: Executive Summary for Districts

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Last Modified: 01/16/2018

Status: Open

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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

Describe the district size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Pikeville Independent School District is located in Pikeville, Kentucky, population 6,306. Nestled in the coalfields of the Appalachian Mountains, Pike County covers approximately 780 square miles. It is the largest county in the state of Kentucky and the third largest banking center in the state. The county seat, Pikeville, was twice voted one of "The 100 Best Small Towns in America" and is home to the Cut-Thru Project, which has been called "The Eighth Wonder of the World." Within 2 miles of our schools, we have the University of Pikeville. UPike, as it is known locally, offers numerous career majors, an MBA program, and now houses, in a newly completed facility, the Kentucky College of Osteopathic Medicine. UPike most recently has added a school of optometry. Plus we have Big Sandy and Community Technology College within our district. With the upcoming 40 million dollar Big Sandy facility planned to be added to the area, we are in hopes of additional opportunities to be provided for our students. With the expansive East Kentucky Exposition Center centered in downtown Pikeville, our community is able to enjoy entertainment and sports events and attend concerts with popular artists in a large venue. Recently added to our town is the Jenny Wiley Theater. Within a 30 minute drive, our community can visit the East Kentucky Science Center, Jenny Wiley Outdoor Theater, Mountain Arts Center and a variety of restaurants and shops. Located only a few miles from town, the community has access to a beautiful natural environment at The Breaks Interstate Park. Within the last year, AppHarvest, SilverLiner, and most recently EnerBlu have announced plans to bring jobs to the area to help families move back to the region. The Pikeville Independent School District consists of Pikeville Elementary School, grades preschool through six, and Pikeville High School, grades 7 through 12, and serves a total of 1,201 students. Both schools house a principal, an assistant principal, a guidance counselor, a school nurse, and a Family Resource/Youth Services Center. The schools share a gifted education resource teacher, band teacher, and chorus teacher who are half-time at each school, along with a speech therapist and occupational therapist. We are committed to maintaining our current and historical status as a district with 100% highly qualified staff teaching within their particular certification areas. Eighty-two full time certified teachers are employed by our district. It is widely known throughout our community, region and even state that Pikeville Independent School System provides an exceptional education and this knowledge is strongly supported by the number of tuition students who choose to come to our schools (35%). With an average attendance rate of 95.3%, our parents and students understand the importance of education in the new global economy and stress the significance of a quality educational background prior to college or career. As the local community and American economy changes, though, we are faced with an influx of new clientele and a growing gap of students who have great family support and good socioeconomic status versus those students who do not. The free and reduced lunch category has slowly increased every year. We are currently seeing percentages at around 44%. Because we envision campuses that help and support every child, we are constantly evaluating our clientele and creating programs and safety nets to meet the needs of this 'newer student' in the Pikeville community. Overall, Pikeville Independent Schools provides a safe, caring environment for ALL students and attempts to prepare every child for the future he or she deserves.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

The mission of the Pikeville Independent School District is to provide a meaningful, integrated education in a positive, nurturing environment to develop each student as a lifelong learner and a responsible citizen in a global community. Our schools are places where students can become what they dream of becoming, places where there is hope and trust and love, places where being a good student is a positive thing. They are also places where we place great importance on "community" and the value of family. We put a high priority on making sure that students are ready to be productive individuals who can compete in a global society when they graduate. We also know that it is equally important for our students to be successful in school. At the elementary level, our goals include; assisting "at-risk" students through a Response to Intervention (RTI) program in math, reading and behavior; using formative and summative assessments and differentiated instruction to ensure that all students are learning; and effectively implementing English Language Arts and Math standards. In accordance with Kentucky law, students in grades 4-6 are identified for the district gifted education program and are provided with service options to encourage continuous development of their strengths. Grades K-3 have the opportunity for enrichment activities through a primary talent pool program. At the junior high and high school levels, we continue to assist struggling students through reading and math intervention classes. All students have opportunities to be challenged to the fullest through honors, Advanced Placement (AP) and dual-credit courses. Students who demonstrate content mastery are allowed to accelerate through certain courses and move on to more advanced work. Students in grades 7- 12 continue to be identified for the gifted education program and service options provided. It is a district, school, and community expectation that Pikeville Independent Schools will maintain the highest standards of excellence and will continue to be among the highest performing districts in the state. To help understand the true spirit of Pikeville Independent, view "The History of Pikeville Independent" at http://www.youtube.com/watch?v=lzxrE_Po5VA.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Pikeville Independent School District has attained notable achievements in many areas. Both Pikeville Elementary and Pikeville High are Southern Association of Colleges and Schools (SACS) accredited schools and the district has been chosen as one of 17 Kentucky school districts to receive the 2012 SchoolMatch 21st Annual "What Parents Want" award. Only 16 percent of the nation's 15,571 public school districts (2,437) have been recognized for meeting the needs of families choosing schools. We are proud to celebrate 102 years as a school system this year. Allowing students the opportunity to succeed in their next steps after high school continues to be a district goal each year. Our juniors ranked 4th in the state as a district on the ACT composite. The Pikeville Elementary, Junior High and High School were all listed as distinguished schools this past year. Pikeville Independent placed 17th in the state on K-PREP as a district. We consistently maintain a high graduation rate (96.3% for 2016-17), 100% highly qualified staff, community support and involvement, a rigorous curriculum, low retention rates for students, and a low dropout rate. Currently, at the high school, 77% of our seniors are enrolled in one or more dual credit (through UPike or Big Sandy Community and Technical College) or AP courses. While 59% of our juniors are taking one or more dual credit or AP courses. Our high school offers 9 AP courses. The Arts and Athletic achievements are also valued by our district. Our most recent celebration of success would be our football team winning the 2015 All A State Football Championship. Nineteen

students from both schools were selected for All-State chorus, (7 in high school, 6 in middle school, and 6 in elementary). We had 23 students selected for the All County Band. Our high school academic team was district champions, with our middle and elementary teams both winning region. Post-Season Championships PHS has won in the last year: Competitive Cheer: Back-to-back KHSAA state champions and UCA National Champions Boys Basketball: 2017 15th Region Champions for first time since 1999 and 59th District Champions Football: 2017 Region Champions Boys Soccer: 2017 15th Region Champions Dance: 2016 KHSAA State Champions in Prop division Boys Golf: 2017 All "A" 15th Region Champions Boys Cross Country: 2017 Region 7A Champions for first time since 2005 Softball: 2017 15th Region Champions, 2017 15th Region All "A" Champions and State Runners-Up, and 2017 59th District Champions Baseball: 2017 15th Region All "A" Region Champions and 2017 59th District Champions Volleyball: 2017 59th District Champions Individual: Tiffany Lin won the 2017 15th Region Golf Championship Individual: Alexis Stanley was named the 2017-2018 KHSAA Competitive Cheer Female-Student Athlete of the Year Individual: Leslie Stewart won the 2017 Region 7A Championship in the Shot Put Both the junior high and high school cheer squads have qualified for Nationals to occur in February 2017, in which they are the returning national champions from 2017. Other notable achievements for our cheerleading squad are district champs, UCA KY Masters camp routine champs, region and state champs with KHSAA, and UCA Bluegrass Championship. We continue to offer new activities for our students with the recent addition of wrestling and archery. As all districts, we are continuously seeking ways to improve. We monitor progress to look at areas to develop. Reading, math, and writing are a major focus within our district. Pikeville Independent School District is proud of the effort and dedication toward excellence and the strong, supportive, caring environment we provide. Our goals for future achievements are to maintain our ranking as a distinguished district and to continue to provide our students with the highest quality education possible.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information


Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At Pikeville Independent Schools we make an attempt to teach the whole child. Every child is respected and we find ways to promote growth in every area of student life from academics to extra-curricular activities, thereby providing a climate conducive to the development of a well-rounded student. We teach respect and tolerance and seek to instill a desire to succeed and excel above and beyond standardized expectations. It is our desire to teach children to become productive, community-minded citizens with a sense of self-worth and pride in school and community. Geographically we have been limited in opportunity as compared to larger urban areas; however, we consider ourselves to be an oasis in the mountains.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Graphic of Pikeville Independent Improvement Plan	One page graphic to share with stakeholders on the focus of our district for improvement.	

Phase III: Goal Builder for Districts

Phase III: Goal Builder for Districts

Pikeville Independent

Jerry Green
148 Second Street
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/22/2017

Status: Open

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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes 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.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Goal Builder has been uploaded along with a one page graphic developed to share with stakeholders. As a district we wanted to be able to share what we were doing to improve without multiple pages for people to view.

ATTACHMENTS

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Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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Key Core Work Processes: A series of processes 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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1: Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 75%), middle (from 63.9% to 77%), and high school (from 53.8% to 77%) students in 2019.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the overall reading and math for Pikeville Independent Schools: PES from 59.1 to 73 and PJHS from 63.9 to 73 by 05/31/2018 as measured by K-PREP.	Review, Analyze, and Apply Data	Data team 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	Monthly meetings	General Fund for assessments \$8,000
		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 scoring at or above cut off score	End of 9 Weeks	General Fund for assessments \$3,000
	Design, Align, and Deliver Support	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. Selection made by May 2018	Flex Focus and General \$40,000
		As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school. Schools: Pikeville Elementary School	Lower numbers	Monitor student progress at grade level	Title II Part A \$43,000

Goal 1: Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 75%), middle (from 63.9% to 77%), and high school (from 53.8% to 77%) students in 2019.					
	Design, Align, and Deliver Support	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
		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	PD for subs \$500

2: Gap

State your **Gap** Goal

<p>Goal 2: Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 60%), middle (from 42.8% to 60%), and high school (from 37.3% to 61%) for all students in the non-duplicated gap group in 2019.</p>					
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups in Pikeville Independent Schools: PES from 43.7 to 60, PJHS from 42.8 to 60, and PHS from 37.3 to 61 by 05/30/2019 as measured by K-PREP.</p>	<p>Review, Analyze and Apply Data</p>	<p>The local Board will review disaggregated data for student subgroups.</p>	Data analysis	Board minutes	None
		<p>Teachers will monitor at-risk students placed in Tier II or Tier III. Each nine weeks a team consisting of RTI teachers (K-8), instructional supervisor, and school administration will meet to evaluate progress of at-risk students looking at data provided from resources (STAR testing, Lexia, etc.). (SWP 1, 2, 3, 8, and 9)</p>	Improved scores	Team meetings	General school funds \$6,000
		<p>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.</p>	School improvement	Board minutes	None
		<p>Develop rigorous and achievable goals that close achievement gaps and support the unique strengths and needs of the student.</p>	IEPs	IEPs and conferences	None

Goal 2: Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 60%), middle (from 42.8% to 60%), and high school (from 37.3% to 61%) for all students in the non-duplicated gap group in 2019.

		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.			
	Design and Deliver Instructions	Intervention courses for reading and math will be provided for targeted students to increase proficiency rates. (SWP 9 and 10)	Improved scores	Lessons	None
		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. (SWP 7)	Successful transitions	Progress monitoring	None
	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 Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Improved TELL survey results for PD	Documentation of PD	None
		District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4)	Survey results	Meeting Notes	PD, Title II \$2,000

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Increase the average freshman graduation rate from 89.2% to 97% by 2019-2020.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Collaborate to increase the freshman graduation rate from 89.2% to 97% by 05/30/2020 as measured by graduation formula.</p>	<p>Establishing Learning Culture and Environment</p>	<p>The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.</p>	<p>Analysis of survey results</p>	<p>Wellness meeting</p>	<p>None</p>
		<p>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.</p>	<p>Decrease of dropouts</p>	<p>Use of Persistence to Graduation Tool</p>	<p>None</p>
	<p>Design, Align and Deliver Support</p>	<p>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%.</p>	<p>Fewer students failing</p>	<p>Credit Recovery</p>	<p>General fund, ESS funding \$3000</p>
		<p>ESS tutoring will be offered at both schools determined by teachers and administration.</p>	<p>Participation</p>	<p>Interventions recorded in Infinite Campus</p>	<p>ESS funding</p>
	<p>Targeted tutoring for ACT Prep to help students improve scores. District also has purchased ACT on-line prep for students in grades 9-12.</p>	<p>Improved ACT scores</p>		<p>General, ESS, other source \$10,000</p>	

4: Growth

State your **Growth Goal**

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.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Focus of district is on each student improving or maintaining proficient/distinguished performance level.</p>	<p>Review, Analyze and Apply Data</p>	<p>Students will complete three benchmark assessments and/or preassessments 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.</p>	<p>Improved scores</p>	<p>Data charts</p>	<p>None</p>
		<p>School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.</p>	<p>Improved scores</p>	<p>Data from benchmark assessments</p>	<p>None</p>


5: Transition readiness

State your **Transition readiness Goal**

Goal 5: Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.					
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	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 linkage to vocational rehabilitation services and higher education opportunities for students with disabilities.	Students transition to other opportunities	Meetings	State funding \$500
		The district will provide ACT on-line prep for grades 9 thru 12 facilitate longitudinal data for students in grades 9-12. Along with progress monitoring for grades K-8.	Increased scores	Data Analysis	General fund \$12,000
		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 \$30,000
		The district will provide for both schools 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.	Usage reports of LMS	Usage reports of LMS	General \$9,500

Goal 5: Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.					
		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 programs (i.e., the statewide dual credit agreement with KCTCS)	More dual credit and CTE programs	Analyze student data	None
	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	PD for subs \$500

ATTACHMENT SUMMARY

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