



Comprehensive School Improvement Plan

Pikeville High School
Pikeville Independent

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Highest percentage of GAP students are in the populations of Students from Poverty and Students with Disabilities. Almost 90% of our teachers have 4 years or more experience and none of our teachers are teaching outside of their certification area. Increase of minority students, added minority representatives to SBDM council as required.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

One identified trend is a gradual increase in the number of students in poverty. Due to hard economic times, we are finding more and more students with basic needs. As a school district we are working with community resources such as churches, businesses, etc to help provide items for our Family Resource Center to distribute needed supplies to area families for Thanksgiving and Christmas. Also extra-curricular groups are becoming more involved in collecting supplies to families in need.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School 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 teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:
(GAP) Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the junior high non-duplicated gap group from 45.2 to 69.0 and for students in the high school gap group from 46.9 to 73.5 by 05/31/2017 as measured by School Report Card.

Strategy1:
Other - TELL Survey results will be used to ensure teachers have the necessary school environment to be successful with students and to remain in their schools.

Category:
Research Cited: www.newteachercenter.org, Kentucky Department of Education

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Activity - PLC Summary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit a PLC Summary Sheet to school administration following the PLC (TELL Survey).	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Regional Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of a department will participate in a Regional Meeting on a rotational basis (Tell Survey).	Professional Learning	02/01/2013	05/31/2017	\$1700 - School Council Funds	School Administrators, Department Chairpersons, Teachers

Activity - PLC Agenda	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC facilitators will provide an agenda to school administrators before each PLC meeting (TELL Survey)	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons

Strategy2:

Professional Development - The professional learning community will serve as the vehicle for school change and improvement.

Category:

Research Cited: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement - Richard DuFour, Robert Baker, Robert E. Eaker; Reculturing Schools As Professional Learning Communities - Huffman, Hipp

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200 - Title II Part A	Instructional Supervisors; School Administrators; Department Chairpersons

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented.	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	School Administrators, Department Chairpersons, Teachers

Activity - Share PLC Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	Instructional Supervisors; Department Chairpersons; Teachers

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Activity - Model/Share Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Instructional Supervisors, School Administrators, Department Chairpersons, Teachers

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Students, Parents, Teachers, Staff

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

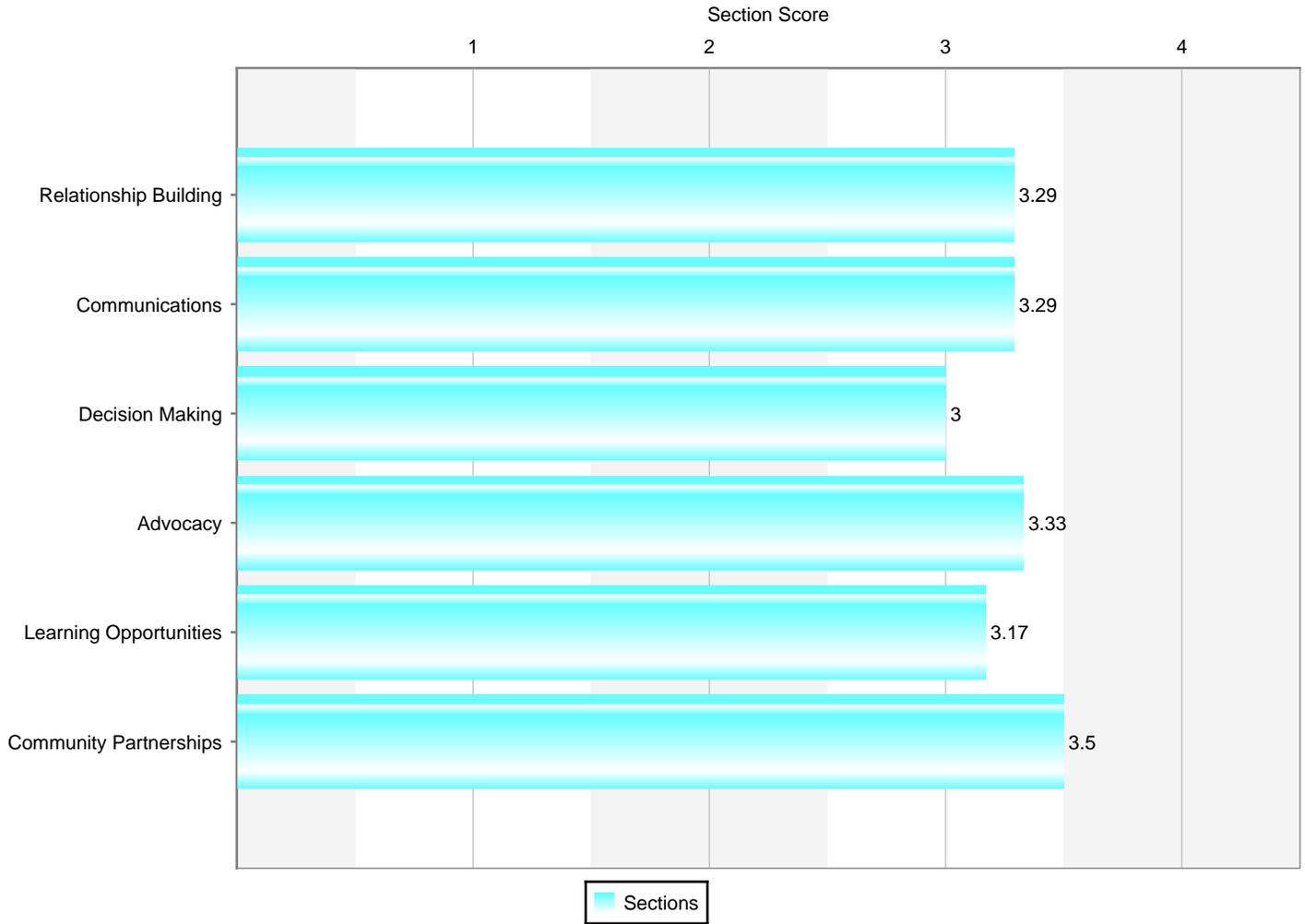
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Our school provides an abundance of support to students and parents using a broad range of resources while communicating effectively with all stakeholders. Pikeville High School works to encourage parent and community involvement, but this is an area that we can work to improve.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Department Chairpersons selected one individual from their department to serve on the CSIP Committee. All stakeholders were invited to attend the meetings to provide input. Stakeholders were also encouraged to provide feedback via email. The CSIP Committee determined the roles, meeting dates and meeting agendas. Our school used suggestions from the AdvancED SACS Accreditation review completed in November. All teachers and staff members were invited to provide input on how our school could improve.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Department Chairpersons selected one individual from their department to serve on the CSIP Committee. All stakeholders were invited to attend the meetings to provide input. Stakeholders were also encouraged to provide feedback via email. The CSIP Committee determined the roles, meeting dates and meeting agendas.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to all stakeholders by using the Stakeholder Email distribution list. The CSIP is also placed on our district website for anyone to view. Progress is shared twice per year using the Stakeholder Email distribution list.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

We are seeing growth in most areas. Our College and Career Readiness has declined some in the past year. An area of concern is the growth of our GAP students, novice reduction, and writing in the middle school.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

We are seeing growth in most areas.

Sustaining Areas of Strength:

Making sure we teach from bell to bell to cover the common core standards.

Monitoring college and career readiness of each student.

Providing remedial lab classes for students who are below grade level in reading and/or math.

Reasons To Celebrate:

Middle School is classified as a Distinguished school.

High School is classified as a Distinguished school.

Ranked high in the state for college and career readiness.

EOCs scoring well in the high school.

ACT ranked 3rd in the state as a district. (Highest junior composite ever for our junior class)

High Graduation Rate.

Language Mechanics in the high school a bright spot.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Areas In Need of Improvement:

Growth of GAP students.

Novice Reduction

Writing

Math

Plans To Improve:

Revise lab placement criteria policy to incorporate more students such as students scoring low on norm referenced tests and students scoring novice on K-PREP tests.

Provide PD on effective instructional strategies for collaboration with GAP students.

Senior writing workshop for students that scored as juniors below benchmark on English.

Using ACT Aspire to help identify students in need of support for English, Math, Reading, Science, and Writing.

Using pre-ACT item analysis to identify content area weaknesses.

Peer tutors being provided for identified classes.

Scheduled one on one tutoring during the day for middle school GAP students.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Revise lab placement criteria policy to incorporate more students. Provide PD on effective instructional strategies for collaboration.

Continue to monitor the progress of all students through a comprehensive student assessment system and analyzing that data. Senior writing workshop for students that scored as juniors below benchmark on English.

Using ACT Aspire to help identify students in need of support for English, Math, Reading, Science, and Writing.

Using pre-ACT item analysis to identify content area weaknesses.

Peer tutors being provided for identified classes.

Scheduled one on one tutoring during the day for middle school GAP students.

2016-2017 PHS Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 PHS Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	(Wellness) Pikeville Junior High/High School will improve the overall physical wellness level of the student body.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	(Graduation Rate) Increase the average freshman graduation rate from 96.3% to 97.9% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$18343
3	(CCR) Increase the percentage of students who are college and career ready from 88.6% to 93.0% by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1000
4	(Proficiency) Increase the average combined reading and math K-PREP scores for all junior high (from 65.4 to 82.7) and high school students (from 53.8 to 76.9) by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$4000
5	(GAP) Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.	Objectives: 1 Strategies: 3 Activities: 15	Organizational	\$16900
6	(Novice Reduction) The Pikeville High School will decrease the number of students performing at the novice level (novice reduction) by 50% in the year 2019 in the areas of reading and math.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$18343

Goal 1: (Wellness) Pikeville Junior High/High School will improve the overall physical wellness level of the student body.

Measurable Objective 1:

collaborate to to incorporate more activities that address the health and wellness of our students by 05/31/2015 as measured by Physical Fitness Assessment.

Strategy 1:

Wellness - Expose more students to Body Mass Index practices.

Category:

Research Cited: Per Pike County Health Department data, Eastern Kentucky has one of the highest obesity rates in the state.

Activity - Body Mass Index	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th grade students and all other students enrolled in physical education classes will improve their Body Mass Index from the beginning to the end of the school year.	Other	02/05/2016	05/31/2019	\$0	No Funding Required	Physical Education Teachers
Activity - Females Taking Upper Level Physical Education Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More female students will take upper level physical education classes, as measured by class rosters.	Other	02/05/2016	05/31/2019	\$0	No Funding Required	School Administration
Activity - Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will look at resources to provide drug and alcohol awareness for students.	Other	02/01/2016	06/30/2016	\$0	No Funding Required	School Administration

Goal 2: (Graduation Rate) Increase the average freshman graduation rate from 96.3% to 97.9% by 2019.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 96.3% to 97.9% by 05/31/2019 as measured by graduation formula.

Strategy 1:

Screening For At-Risk Students - The school will screen for at-risk students (persistence to graduation) (AFGR).

Category:

Comprehensive School Improvement Plan

Pikeville High School

Research Cited: What Works for Students at Risk: A Research Synthesis - ASCD; Universal Screening Within a Response-to-Intervention Model - RTI Action Network

Activity - At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be used as a screening tool to identify "at risk" students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0	No Funding Required	Administration ; Department Chairpersons

Strategy 2:

Targeted Interventions - The school will provide reading and math intervention classes to targeted students.

Category:

Research Cited: The Effects of a Reading Intervention Class on Regular Education High School Students Who Struggle with Learning - Susan F. Elliott Dissertation ; Best Practices on Interventions for Students With ReadingProblems - Laurice M. Joseph

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and reading intervention classes will target junior high and high school students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0	No Funding Required	Director of Special Education, School Administrators, Department Chairpersons

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school ESS tutoring will be offered two days per week after school. Transportation will be provided.	Academic Support Program	11/02/2015	05/17/2019	\$18343	State Funds	Instructional supervisors, school administrators , ESS Coordinator

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk and administrators/teachers council with students.	Academic Support Program	01/01/2014	05/31/2020	\$0	No Funding Required	School Administration

Goal 3: (CCR) Increase the percentage of students who are college and career ready from 88.6% to 93.0% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 88.6% to 93.0% by 05/31/2019 as measured by the Unbridled Learning CCR Formula.

Strategy 1:

Career Readiness Pathways - School will develop and monitor career readiness pathways.

Category:

Research Cited: Kentucky Department of Education Initiative

Activity - ASVAB Opt-Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score 50 AFQT or higher on the ASVAB as junior can opt-out of taking the ASVAB as a senior (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0	No Funding Required	School Administrators
Activity - ASVAB Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will meet with the student council yearly to determine incentives for students who have met their CCR. (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$1000	Other	School Administrators
Activity - KYOTE, WorkKeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and WorkKeys to reach college readiness (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0	No Funding Required	Department Chairpersons, Teachers, School Administration
Activity - Elective Choice Second Semester	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that pass KYOTE during first semester may take an elective in place of their intervention course second semester.	Other	02/01/2015	05/31/2019	\$0	No Funding Required	School administration

Goal 4: (Proficiency) Increase the average combined reading and math K-PREP scores for all junior high (from 65.4 to 82.7) and high school students (from 53.8 to 76.9) by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for all junior high students from 66.9 to 79.6 and and for all high school students from 53.1 to 76.6 by 05/31/2015 as measured by School Report Card.

Strategy 1:

Program Reviews - School will address areas of concern in the Arts/Humanities, Practical Living/Career Studies and Writing Program Reviews.

Category:

Research Cited: KRS 158.6453(1)(i); Kentucky Department of Education

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate the use of guest speakers/guest artists in Arts/Humanities and PL/CS (Program Reviews).	Community Engagement	02/01/2013	05/31/2017	\$0	No Funding Required	PL/CS Staff
Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor and update school wide Writing Plan as needed (Program Reviews).	Policy and Process	02/01/2013	05/31/2017	\$0	No Funding Required	Language Arts Department Chairperson, All Teachers
Activity - Junior High Electives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide an art, instrumental music, or vocal music elective for junior high students (Program Reviews).	Direct Instruction	02/01/2013	05/31/2017	\$0	No Funding Required	School Administration, Arts/Humanities Staff

Strategy 2:

Reading Interventions - Provide Reading Interventions to students who are below grade level in reading.

Category:

Research Cited: National Academy of Education, The Center for the Study of Reading, Preventing Reading Difficulties in Young Children, Beck, I.L., Omanson, R.C., and McKeown, M.G. (1982). An instructional redesign Of reading lessons: Effects on comprehension. Reading Research Quarterly, 17, 462-481.

Comprehensive School Improvement Plan

Pikeville High School

Activity - RTI For Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pikeville Junior High/High School will implement RTI for students who are below grade level in reading and math. Update calculators each year and allow students to check out calculators who otherwise would not have a calculator accessible.	Academic Support Program	08/01/2014	05/31/2019	\$4000	District Funding, School Council Funds	Instructional Supervisors, School Administration, Department Chairpersons

Goal 5: (GAP) Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the junior high non-duplicated gap group from 45.2 to 69.0 and for students in the high school gap group from 46.9 to 73.5 by 05/31/2017 as measured by School Report Card.

Strategy 1:

Professional Development - The professional learning community will serve as the vehicle for school change and improvement.

Category:

Research Cited: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement - Richard DuFour, Robert Baker, Robert E. Eaker; Reculturing Schools As Professional Learning Communities - Huffman, Hipp

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200	Title II Part A	Instructional Supervisors; School Administrators; Department Chairpersons

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented, as appropriate.	Professional Learning	02/01/2016	05/31/2019	\$0	No Funding Required	School Administrators, Department Chairpersons, Teachers

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Pikeville High School

Activity - Share PLC Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0	No Funding Required	Instructional Supervisors; Department Chairpersons; Teachers

Activity - Model/Share Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0	No Funding Required	Instructional Supervisors, School Administrator s, Department Chairpersons, Teachers

Strategy 2:

Progress Monitoring - Teacher will determine current performance level of students, identifies achievement goals for the school year, and establishes the rate of progress students must make to meet those goals.

Category:

Research Cited: How Student Progress Monitoring Improves Instruction - Nancy Safer and Steve Fleischman

Activity - ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT results will be analyzed and guide instruction (Progress Monitoring) ACT ASPIRE (grades 7,8,9) results will be analyzed and used to guide instruction.	Academic Support Program	02/01/2013	05/31/2017	\$0	No Funding Required	Department Chairpersons, Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment data will be analyzed and guide instruction (Progress Monitoring).	Professional Learning	02/01/2013	05/31/2017	\$0	No Funding Required	Department Chairpersons, Teacher

Activity - Curricular/Instructional Changes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will make curricular or instructional changes based on results of data analysis (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0	No Funding Required	Department Chairpersons, Teachers

Activity - Timed Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Pikeville High School

Teachers will provide "timed testing" ACT situations in all content areas (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0	No Funding Required	Department Chairpersons, Teachers
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Activity - Accommodations Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instead of hiring trained substitutes to administer accommodations, our school will make every effort to ensure the students who receive accommodations on state assessments will be paired with staff they have worked with throughout the year.	Academic Support Program	01/01/2014	05/31/2019	\$500	School Council Funds	School Administration

Strategy 3:

Other - TELL Survey results will be used to ensure teachers have the necessary school environment to be successful with students and to remain in their schools.

Category:

Research Cited: www.newteachercenter.org, Kentucky Department of Education

Activity - PLC Agenda	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC facilitators will provide an agenda to school administrators before each PLC meeting (TELL Survey)	Academic Support Program	02/01/2013	05/31/2017	\$0	No Funding Required	Department Chairpersons

Activity - PLC Summary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will submit a PLC Summary Sheet to school administration following the PLC (TELL Survey).	Academic Support Program	02/01/2013	05/31/2017	\$0	No Funding Required	Teachers

Activity - Regional Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of a department will participate in a Regional Meeting on a rotational basis (Tell Survey).	Professional Learning	02/01/2013	05/31/2017	\$1700	School Council Funds	School Administrators, Department Chairpersons, Teachers

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Quality Core items/materials as instructional tools (TELL Survey).	Direct Instruction	02/01/2013	05/31/2017	\$0	State Funds	Department Chairpersons, Teachers

Activity - Presidential Physical Fitness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Pikeville High School

Freshman and Seniors participate in Presidential Physical Fitness.	Other	08/01/2014	05/31/2017	\$0	No Funding Required	Physical Education Teachers
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Activity - Learning Management System (LMS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Learning Management System (LMS) purchased by district as it best fits the students' and teachers' needs. Currently using Schoology.	Academic Support Program, Technology	08/08/2016	06/30/2019	\$12500	District Funding	Superintendent, Board Members, Administration, and Teachers

Goal 6: (Novice Reduction) The Pikeville High School will decrease the number of students performing at the novice level (novice reduction) by 50% in the year 2019 in the areas of reading and math.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in reading and math by 05/31/2019 as measured by fewer students scoring novice in the areas of reading and math.

Strategy 1:

Support - The school will provide extra support for students scoring novice in reading and math.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extra instruction in after school setting for students not meeting set benchmarks on reading and math assessments or students who feel they need extra help in all subject areas.	Academic Support Program	02/01/2016	05/31/2019	\$18343	State Funds	Teachers, ESS Coordinator, Administrators

Activity - Reading and Math RTI Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not meet benchmark on ACT ASPIRE will be provided Reading and Math lab courses during the regular school day.	Academic Support Program	02/01/2016	05/31/2019	\$0	No Funding Required	Reading/Math Lab Teachers, Administrators

Comprehensive School Improvement Plan

Pikeville High School

Activity - Use of Quality Core practice questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will use quality core practice questions during classroom instruction to help prepare students for the EOC exams.	Academic Support Program	02/01/2016	05/31/2019	\$0	No Funding Required	Social Studies Teachers, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Regional Meeting	Members of a department will participate in a Regional Meeting on a rotational basis (Tell Survey).	Professional Learning	02/01/2013	05/31/2017	\$1700	School Administrator s, Department Chairpersons, Teachers
Accommodations Testing	Instead of hiring trained substitutes to administer accommodations, our school will make every effort to ensure the students who receive accommodations on state assessments will be paired with staff they have worked with throughout the year.	Academic Support Program	01/01/2014	05/31/2019	\$500	School Administration
RTI For Reading and Math	Pikeville Junior High/High School will implement RTI for students who are below grade level in reading and math. Update calculators each year and allow students to check out calculators who otherwise would not have a calculator accessible.	Academic Support Program	08/01/2014	05/31/2019	\$1000	Instructional Supervisors, School Administration , Department Chairpersons
Total					\$3200	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core	Teachers will use Quality Core items/materials as instructional tools (TELL Survey).	Direct Instruction	02/01/2013	05/31/2017	\$0	Department Chairpersons, Teachers
Extended School Services	Teachers will provide extra instruction in after school setting for students not meeting set benchmarks on reading and math assessments or students who feel they need extra help in all subject areas.	Academic Support Program	02/01/2016	05/31/2019	\$18343	Teachers, ESS Coordinator, Administrator s
ESS	After school ESS tutoring will be offered two days per week after school. Transportation will be provided.	Academic Support Program	11/02/2015	05/17/2019	\$18343	Instructional supervisors, school administrators , ESS Coordinator

Comprehensive School Improvement Plan

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Total \$36686

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ASVAB Incentives	School administrators will meet with the student council yearly to determine incentives for students who have met their CCR. (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$1000	School Administrators
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Management System (LMS)	Teachers will utilize Learning Management System (LMS) purchased by district as it best fits the students' and teachers' needs. Currently using Schoology.	Academic Support Program, Technology	08/08/2016	06/30/2019	\$12500	Superintendent, Board Members, Administration, and Teachers
RTI For Reading and Math	Pikeville Junior High/High School will implement RTI for students who are below grade level in reading and math. Update calculators each year and allow students to check out calculators who otherwise would not have a calculator accessible.	Academic Support Program	08/01/2014	05/31/2019	\$3000	Instructional Supervisors, School Administration, Department Chairpersons
Total					\$15500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs	Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200	Instructional Supervisors; School Administrators; Department Chairpersons
Total					\$2200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Pikeville High School

Curricular/Instructional Changes	Staff will make curricular or instructional changes based on results of data analysis (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0	Department Chairpersons, Teachers
Awareness	School will look at resources to provide drug and alcohol awareness for students.	Other	02/01/2016	06/30/2016	\$0	School Administration
Formative Assessments	Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented, as appropriate.	Professional Learning	02/01/2016	05/31/2019	\$0	School Administrator s, Department Chairpersons, Teachers
Body Mass Index	All 9th grade students and all other students enrolled in physical education classes will improve their Body Mass Index from the beginning to the end of the school year.	Other	02/05/2016	05/31/2019	\$0	Physical Education Teachers
Guest Speakers	Incorporate the use of guest speakers/guest artists in Arts/Humanities and PL/CS (Program Reviews).	Community Engagement	02/01/2013	05/31/2017	\$0	PL/CS Staff
Reading and Math RTI Class	Students who do not meet benchmark on ACT ASPIRE will be provided Reading and Math lab courses during the regular school day.	Academic Support Program	02/01/2016	05/31/2019	\$0	Reading/Math Lab Teachers, Administrator s
Model/Share Formative Assessments	As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0	Instructional Supervisors, School Administrator s, Department Chairpersons, Teachers
Share PLC Results	Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0	Instructional Supervisors; Department Chairpersons; Teachers
Intervention Classes	Math and reading intervention classes will target junior high and high school students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0	Director of Special Education, School Administrator s, Department Chairpersons
Persistence to Graduation Tool	Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk and administrators/teachers council with students.	Academic Support Program	01/01/2014	05/31/2020	\$0	School Administration
Timed Testing	Teachers will provide "timed testing" ACT situations in all content areas (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0	Department Chairpersons, Teachers
PLC Agenda	PLC facilitators will provide an agenda to school administrators before each PLC meeting (TELL Survey)	Academic Support Program	02/01/2013	05/31/2017	\$0	Department Chairpersons

Comprehensive School Improvement Plan

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ASVAB Opt-Out	Students who score 50 AFQT or higher on the ASVAB as junior can opt-out of taking the ASVAB as a senior (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0	School Administrators
Use of Quality Core practice questions	All EOC teachers will use quality core practice questions during classroom instruction to help prepare students for the EOC exams.	Academic Support Program	02/01/2016	05/31/2019	\$0	Social Studies Teachers, Administrators
ACT	ACT results will be analyzed and guide instruction (Progress Monitoring) ACT ASPIRE (grades 7,8,9) results will be analyzed and used to guide instruction.	Academic Support Program	02/01/2013	05/31/2017	\$0	Department Chairpersons, Teachers
KYOTE, WorkKeys	Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and WorkKeys to reach college readiness (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0	Department Chairpersons, Teachers, School Administration
PLC Summary	All teachers will submit a PLC Summary Sheet to school administration following the PLC (TELL Survey).	Academic Support Program	02/01/2013	05/31/2017	\$0	Teachers
Writing Plan	Continue to monitor and update school wide Writing Plan as needed (Program Reviews).	Policy and Process	02/01/2013	05/31/2017	\$0	Language Arts Department Chairperson, All Teachers
Presidential Physical Fitness	Freshman and Seniors participate in Presidential Physical Fitness.	Other	08/01/2014	05/31/2017	\$0	Physical Education Teachers
Formative Assessment	Formative assessment data will be analyzed and guide instruction (Progress Monitoring).	Professional Learning	02/01/2013	05/31/2017	\$0	Department Chairpersons, Teacher
Females Taking Upper Level Physical Education Classes	More female students will take upper level physical education classes, as measured by class rosters.	Other	02/05/2016	05/31/2019	\$0	School Administration
Junior High Electives	School will provide an art, instrumental music, or vocal music elective for junior high students (Program Reviews).	Direct Instruction	02/01/2013	05/31/2017	\$0	School Administration, Arts/Humanities Staff
At-Risk Students	Assessment data will be used as a screening tool to identify "at risk" students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0	Administration; Department Chairpersons
Elective Choice Second Semester	Students that pass KYOTE during first semester may take an elective in place of their intervention course second semester.	Other	02/01/2015	05/31/2019	\$0	School administration
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Not Title I Part A school	

Comprehensive School Improvement Plan

Pikeville High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Work to increase parent involvement, but not Title I Part A school	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	Not Title I School	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Comprehensive School Improvement Plan

Pikeville High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Not Title I school	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Not Title I school	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Not Title I school	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Not Title I school	

Comprehensive School Improvement Plan

Pikeville High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Pikeville High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Not Title I School	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

(GAP) Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the junior high non-duplicated gap group from 45.2 to 69.0 and for students in the high school gap group from 46.9 to 73.5 by 05/31/2017 as measured by School Report Card.

Strategy1:

Professional Development - The professional learning community will serve as the vehicle for school change and improvement.

Category:

Research Cited: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement - Richard DuFour, Robert Baker, Robert E. Eaker; Reculturing Schools As Professional Learning Communities - Huffman, Hipp

Activity - Model/Share Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Instructional Supervisors, School Administrators, Department Chairpersons, Teachers

Activity - Share PLC Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	Instructional Supervisors; Department Chairpersons; Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200 - Title II Part A	Instructional Supervisors; School Administrators; Department Chairpersons

Comprehensive School Improvement Plan

Pikeville High School

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented.	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	School Administrators, Department Chairpersons, Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:
(Proficiency) Increase the average combined reading and math K-PREP scores for all junior high (from 65.4 to 82.7) and high school students (from 53.8 to 76.9) by 2019.

Measurable Objective 1:
collaborate to increase the averaged combined reading and math scores for all junior high students from 66.9 to 79.6 and and for all high school students from 53.1 to 76.6 by 05/31/2015 as measured by School Report Card.

Strategy1:
Program Reviews - School will address areas of concern in the Arts/Humanities, Practical Living/Career Studies and Writing Program Reviews.
Category:
Research Cited: KRS 158.6453(1)(i); Kentucky Department of Education

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the use of guest speakers/guest artists in Arts/Humanities and PL/CS (Program Reviews).	Community Engagement	02/01/2013	05/31/2017	\$0 - No Funding Required	PL/CS Staff

Activity - Junior High Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide an art, instrumental music, or vocal music elective for junior high students (Program Reviews).	Direct Instruction	02/01/2013	05/31/2017	\$0 - No Funding Required	School Administration, Arts/Humanities Staff

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor and update school wide Writing Plan as needed (Program Reviews).	Policy and Process	02/01/2013	05/31/2017	\$0 - No Funding Required	Language Arts Department Chairperson, All Teachers

Strategy2:
SY 2016-2017
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Comprehensive School Improvement Plan

Pikeville High School

Reading Interventions - Provide Reading Interventions to students who are below grade level in reading.

Category:

Research Cited: National Academy of Education, The Center for the Study of Reading, Preventing Reading Difficulties in Young Children, Beck, I.L., Omanson, R.C., and McKeown, M.G. (1982). An instructional redesign Of reading lessons: Effects on comprehension. Reading Research Quarterly, 17, 462-481.

Activity - RTI For Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pikeville Junior High/High School will implement RTI for students who are below grade level in reading and math. Update calculators each year and allow students to check out calculators who otherwise would not have a calculator accessible.	Academic Support Program	08/01/2014	05/31/2019	\$1000 - School Council Funds \$3000 - District Funding	Instructional Supervisors, School Administration, Department Chairpersons

Goal 2:

(GAP) Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the junior high non-duplicated gap group from 45.2 to 69.0 and for students in the high school gap group from 46.9 to 73.5 by 05/31/2017 as measured by School Report Card.

Strategy1:

Other - TELL Survey results will be used to ensure teachers have the necessary school environment to be successful with students and to remain in their schools.

Category:

Research Cited: www.newteachercenter.org, Kentucky Department of Education

Activity - PLC Agenda	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC facilitators will provide an agenda to school administrators before each PLC meeting (TELL Survey)	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons

Activity - Regional Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of a department will participate in a Regional Meeting on a rotational basis (Tell Survey).	Professional Learning	02/01/2013	05/31/2017	\$1700 - School Council Funds	School Administrators, Department Chairpersons, Teachers

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Quality Core items/materials as instructional tools (TELL Survey).	Direct Instruction	02/01/2013	05/31/2017	\$0 - State Funds	Department Chairpersons, Teachers

Comprehensive School Improvement Plan

Pikeville High School

Activity - PLC Summary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit a PLC Summary Sheet to school administration following the PLC (TELL Survey).	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Presidential Physical Fitness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and Seniors participate in Presidential Physical Fitness.	Other	08/01/2014	05/31/2017	\$0 - No Funding Required	Physical Education Teachers

Strategy2:

Progress Monitoring - Teacher will determine current performance level of students, identifies achievement goals for the school year, and establishes the rate of progress students must make to meet those goals.

Category:

Research Cited: How Student Progress Monitoring Improves Instruction - Nancy Safer and Steve Fleischman

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment data will be analyzed and guide instruction (Progress Monitoring).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons, Teacher

Activity - ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT results will be analyzed and guide instruction (Progress Monitoring) ACT ASPIRE (grades 7,8,9) results will be analyzed and used to guide instruction.	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons, Teachers

Activity - Curricular/Instructional Changes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will make curricular or instructional changes based on results of data analysis (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0 - No Funding Required	Department Chairpersons, Teachers

Activity - Timed Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide "timed testing" ACT situations in all content areas (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0 - No Funding Required	Department Chairpersons, Teachers

Comprehensive School Improvement Plan

Pikeville High School

Activity - Accommodations Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instead of hiring trained substitutes to administer accommodations, our school will make every effort to ensure the students who receive accommodations on state assessments will be paired with staff they have worked with throughout the year.	Academic Support Program	01/01/2014	05/31/2019	\$500 - School Council Funds	School Administration

Strategy3:

Professional Development - The professional learning community will serve as the vehicle for school change and improvement.

Category:

Research Cited: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement - Richard DuFour, Robert Baker, Robert E. Eaker; Reculturing Schools As Professional Learning Communities - Huffman, Hipp

Activity - Share PLC Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	Instructional Supervisors; Department Chairpersons; Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented, as appropriate.	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	School Administrators, Department Chairpersons, Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200 - Title II Part A	Instructional Supervisors; School Administrators; Department Chairpersons

Activity - Model/Share Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Instructional Supervisors, School Administrators, Department Chairpersons, Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

(GAP) Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in junior high from 42.3 to 71.2 and high school from 37.3 to 68.7 by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the junior high non-duplicated gap group from 45.2 to 69.0 and for students in the high school gap group from 46.9 to 73.5 by 05/31/2017 as measured by School Report Card.

Strategy1:

Progress Monitoring - Teacher will determine current performance level of students, identifies achievement goals for the school year, and establishes the rate of progress students must make to meet those goals.

Category:

Research Cited: How Student Progress Monitoring Improves Instruction - Nancy Safer and Steve Fleischman

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment data will be analyzed and guide instruction (Progress Monitoring).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons, Teacher

Activity - Curricular/Instructional Changes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will make curricular or instructional changes based on results of data analysis (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0 - No Funding Required	Department Chairpersons, Teachers

Activity - Timed Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide "timed testing" ACT situations in all content areas (Progress Monitoring).	Direct Instruction	02/01/2013	05/31/2019	\$0 - No Funding Required	Department Chairpersons, Teachers

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Activity - ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT results will be analyzed and guide instruction (Progress Monitoring) ACT ASPIRE (grades 7,8,9) results will be analyzed and used to guide instruction.	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons, Teachers

Activity - Accommodations Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instead of hiring trained substitutes to administer accommodations, our school will make every effort to ensure the students who receive accommodations on state assessments will be paired with staff they have worked with throughout the year.	Academic Support Program	01/01/2014	05/31/2019	\$500 - School Council Funds	School Administration

Strategy2:

Other - TELL Survey results will be used to ensure teachers have the necessary school environment to be successful with students and to remain in their schools.

Category:

Research Cited: www.newteachercenter.org, Kentucky Department of Education

Activity - Presidential Physical Fitness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and Seniors participate in Presidential Physical Fitness.	Other	08/01/2014	05/31/2017	\$0 - No Funding Required	Physical Education Teachers

Activity - PLC Summary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit a PLC Summary Sheet to school administration following the PLC (TELL Survey).	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Regional Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of a department will participate in a Regional Meeting on a rotational basis (Tell Survey).	Professional Learning	02/01/2013	05/31/2017	\$1700 - School Council Funds	School Administrators, Department Chairpersons, Teachers

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Quality Core items/materials as instructional tools (TELL Survey).	Direct Instruction	02/01/2013	05/31/2017	\$0 - State Funds	Department Chairpersons, Teachers

Activity - PLC Agenda	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC facilitators will provide an agenda to school administrators before each PLC meeting (TELL Survey)	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Department Chairpersons

Comprehensive School Improvement Plan

Pikeville High School

Strategy3:

Professional Development - The professional learning community will serve as the vehicle for school change and improvement.

Category:

Research Cited: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement - Richard DuFour, Robert Baker, Robert E. Eaker; Reculturing Schools As Professional Learning Communities - Huffman, Hipp

Activity - Model/Share Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members (PD).	Professional Learning	02/01/2013	05/31/2017	\$0 - No Funding Required	Instructional Supervisors, School Administrators, Department Chairpersons, Teachers

Activity - Share PLC Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session (PD).	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	Instructional Supervisors; Department Chairpersons; Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a "Professional Learning Community" PLCs will meet at least 3 times per semester (PD).	Professional Learning	02/01/2016	05/31/2019	\$2200 - Title II Part A	Instructional Supervisors; School Administrators; Department Chairpersons

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will be provided through participation in a PLC guided by "Classroom Assessment For Student Learning" (CASL) by Rick Stiggins (PD) are being implemented, as appropriate.	Professional Learning	02/01/2016	05/31/2019	\$0 - No Funding Required	School Administrators, Department Chairpersons, Teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

(Graduation Rate) Increase the average freshman graduation rate from 96.3% to 97.9% by 2019.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 96.3% to 97.9% by 05/31/2019 as measured by graduation formula.

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Strategy1:

Screening For At-Risk Students - The school will screen for at-risk students (persistence to graduation) (AFGR).

Category:

Research Cited: What Works for Students at Risk: A Research Synthesis - ASCD; Universal Screening Within a Response-to-Intervention Model - RTI Action Network

Activity - At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment data will be used as a screening tool to identify "at risk" students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0 - No Funding Required	Administration; Department Chairpersons

Strategy2:

Targeted Interventions - The school will provide reading and math intervention classes to targeted students.

Category:

Research Cited: The Effects of a Reading Intervention Class on Regular Education High School Students Who Struggle with Learning - Susan F. Elliott Dissertation ; Best Practices on Interventions for Students With Reading Problems - Laurice M. Joseph

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and reading intervention classes will target junior high and high school students (Targeted Interventions) (Co-hort).	Academic Support Program	11/02/2015	05/17/2019	\$0 - No Funding Required	Director of Special Education, School Administrators, Department Chairpersons

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk and administrators/teachers council with students.	Academic Support Program	01/01/2014	05/31/2020	\$0 - No Funding Required	School Administration

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school ESS tutoring will be offered two days per week after school. Transportation will be provided.	Academic Support Program	11/02/2015	05/17/2019	\$18343 - State Funds	Instructional supervisors, school administrators, ESS Coordinator

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

(CCR) Increase the percentage of students who are college and career ready from 88.6% to 93.0% by 2019.

Comprehensive School Improvement Plan

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Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 88.6% to 93.0% by 05/31/2019 as measured by the Unbridled Learning CCR Formula.

Strategy1:

Career Readiness Pathways - School will develop and monitor career readiness pathways.

Category:

Research Cited: Kentucky Department of Education Initiative

Activity - Accounting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop comprehensive physical accounting program.	Academic Support Program	02/01/2015	05/31/2019	\$0 - No Funding Required	PL/CS Staff

Activity - ASVAB Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators will meet with the student council yearly to determine incentives for students who have met their CCR. (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$1000 - Other	School Administrators

Activity - Elective Choice Second Semester	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that pass KYOTE during first semester may take an elective in place of their intervention course second semester.	Other	02/01/2015	05/31/2019	\$0 - No Funding Required	School administration

Activity - ASVAB Opt-Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score 50 AFQT or higher on the ASVAB as junior can opt-out of taking the ASVAB as a senior (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0 - No Funding Required	School Administrators

Activity - KYOTE, WorkKeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and WorkKeys to reach college readiness (College/Career Readiness).	Career Preparation/Orientation	02/01/2015	05/31/2019	\$0 - No Funding Required	Department Chairpersons, Teachers, School Administration

Comprehensive School Improvement Plan

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The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

(Proficiency) Increase the average combined reading and math K-PREP scores for all junior high (from 65.4 to 82.7) and high school students (from 53.8 to 76.9) by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for all junior high students from 66.9 to 79.6 and and for all high school students from 53.1 to 76.6 by 05/31/2015 as measured by School Report Card.

Strategy1:

Program Reviews - School will address areas of concern in the Arts/Humanities, Practical Living/Career Studies and Writing Program Reviews.

Category:

Research Cited: KRS 158.6453(1)(i); Kentucky Department of Education

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the use of guest speakers/guest artists in Arts/Humanities and PL/CS (Program Reviews).	Community Engagement	02/01/2013	05/31/2017	\$0 - No Funding Required	PL/CS Staff

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor and update school wide Writing Plan as needed (Program Reviews).	Policy and Process	02/01/2013	05/31/2017	\$0 - No Funding Required	Language Arts Department Chairperson, All Teachers

Activity - Junior High Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide an art, instrumental music, or vocal music elective for junior high students (Program Reviews).	Direct Instruction	02/01/2013	05/31/2017	\$0 - No Funding Required	School Administration, Arts/Humanities Staff

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's 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 school serves?

Pikeville High School is located in the Pikeville Independent School District in Pikeville, Kentucky. We recently celebrated our 100th anniversary. The PHS Class of 2016 was the 100th class to graduate. 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. Despite the demise of the coal industry and declining population trends throughout the region, the City of Pikeville demonstrates an increase in population. The county seat, Pikeville, was twice voted one of "The 100 Best Small Towns in America" and is home to the CutThru Project, which has been called "The Eighth Wonder of the World." Within 4 miles of our school, we have both a community college campus, Big Sandy Community and Technical College and a private college, the University of Pikeville which houses graduate programs in business and education and an osteopathic medicine school, and soon-to-be optometry school. UPIKE recently hired Dr. Burton Webb as president. We have a large chain of healthcare offerings from Pikeville Medical Center who recently partnered with the Mayo Clinic. Two private schools feed elementary children into our junior high program from St. Francis and Christ Central Christian School. With the expansive East Kentucky Exposition Center centered in downtown Pikeville, our community is able to enjoy entertainment and sporting events and attend concerts with popular artists in a large venue. Recently added to the community was Pikeville Commons which has added new stores and restaurants to the area. Within a 30 minute drive, our community can visit the East Kentucky Science Center, Jenny Wiley 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 National Park. There are 560 students at Pikeville High School in grades 7 through 12 with a total population of 1260 district-wide in conjunction with our sole elementary school in the district. Pikeville High School houses a principal, an assistant principal, a guidance counselor, a librarian, a school nurse, a youth advocate (Youth Services Center), 37 certified staff including a part-time gifted and talented teacher, part-time vocal music teacher and 26 classified staff.

Pikeville High School is committed to maintaining its current and historical status as a school with 100% highly qualified staff teaching within their particular certification areas. 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 school (35%). With an average attendance rate of 95.6%, 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. Approximately 97% of Pikeville High School students will go on to pursue some type of secondary education. With a rigorous curriculum, numerous AP course offerings and dual credit courses offered by surrounding institutions, Pikeville High School consistently prepares the student body for the challenges of an ever-changing economy and increasingly technical world. 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 with a rate of 30% as of Dec.1, 2016. Because we envision a campus that helps and supports 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. With a large number of students in extracurricular activities (approximately 75%), we know that kids love coming to school and even staying after the school day ends. As a hub in the community, our doors are open almost all hours every evening of the week and usually on weekends to reinforce the idea that school is and should be the center of an active community. Overall, Pikeville High School provides a safe, caring environment for ALL students and attempts to prepare every child for the future they deserve.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Pikeville High School is to provide a meaningful, integrated education for all students in a positive, nurturing environment. Pikeville High School is a place where ALL students can excel.

The Site Based Decision Making Council communicates the WHOLE school mission and vision as: * Mission Statement: We believe site-based decision making will help facilitate true teamwork, reflecting overall student improvement, raising student and teacher morale, and creating strong school and community relations. Site-based decision making will promote an atmosphere of equal worth for all school staff, the students, the parents, and the community.

Our Vision Statement is "The vision of Pikeville Junior/High School is to prepare students to become engaged citizens who are responsible and productive in life." Pikeville High School is a place where ALL students can excel. The vision clearly states how our school plans every activity to continue diligent efforts to improve ALL aspects of student performance and address the "whole" person in and out of the classroom setting. With Extended School Services, students have access to individual peer and teacher tutoring to help meet their academic and even social needs. These (all) students can receive help in any and all academic areas up to 2 or 3 times per week. Often, older students will act as mentors to younger students and individual teacher attention helps boost student performance and sense of success. With local and statewide focus on Response to Intervention (RTI), we are constantly striving to offer new programs to meet the needs of students with both reading and math offerings at the middle school level and math at the high school level. The middle school courses are re-evaluated at the end of each 9 weeks to determine which students need to stay in RTI or move on to an elective course. At the high school level they are evaluated at the end of the semester. It is imperative that Pikeville create programs that address the intervention needs of high school students as well. Annually, teachers evaluate and document various strategies that they use to help intervene with "gap" students. Additionally, twice yearly, teachers evaluate and document various strategies to help support gifted and talented identified students. The data generated will continue to help us form the programming and curriculum we need to meet the needs of our staff and students. Pikeville High School envisions maintaining an atmosphere that supports the holistic school experience. Our goals for student performance range from increasing the number of students participating in extracurricular activities to success in everyday campus life to high scores on PSAT, ACT Aspire, ACT, and other standard testing items. With the ACT being the most widely accepted college entrance exam, the state of KY has been testing all juniors for the past four years (upcoming test is March 21, 2017). This test attempts to predict high school students' general educational development and ability to complete college level work. Since 2010, the junior class Pikeville High School has surpassed state and national averages on ACT with an average score of 21 on the junior year assessment. Since 2010, the graduating classes of PHS have scored an average of 21.5. Our ACT state ranking continues to rise with continued efforts to integrate ACT content into regular classroom instruction. Our highest ranking has been the junior class of 2016 with a state ranking of 7th among schools (3rd highest district) and a composite average score of 22.8 (highest in school history). In the past, students in grades 7 and 8 have taken the EXPLORE to help predict future scoring on ACT and students in 9 and 10 have taken the PLAN for the same reason. Due to ACT discontinuing these assessments, this year we have chosen to implement the ACT Aspire for grades 7-9 and a practice ACT for grade 10. Consistently, our students score above state averages on these types of CCR assessments. The school takes and analyzes this information for use to drive and improve instruction. Pikeville High School is proud to surpass graduation rate goals each year. Our 5 year cohort graduation rate for 2014 was 96.1%, but dropped to 90.3% percent for the class of 2015. We have identified as a gap group in graduation rate as white males. In efforts to bring graduation rates back up, we are extended our ESS offerings and credit recovery budgets. Also, our local ATC has begun offering more programs of interest to our males who do not excel in a traditional classroom setting. Through PLCs, staff learn to differentiate instruction, use formative assessment effectively to change and improve daily instruction and create summative assessments that truly identify an individual student's achievement or lack thereof. We also analyze student work to identify weaknesses in curriculum and

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instructional strategies. With a wide variety of Advanced Placement courses and dual credit classes offered through the local colleges, we cater to every "type" of student. We are in our second year of the Big Sandy Early College Academy. We have students who are dual enrolled at Big Sandy Community College and Pikeville High School. These students will concurrently earn a high school diploma and an Associate's Degree. This is at no tuition cost to the student. So, basically, the students are getting two free years of college. AP testing is mandatory for every student enrolled in an AP course with the District paying for the exams at an average cost of \$20,000 per year. Finally, in the past school year, we have spent approximately \$10,988 on each student. With a student teacher ratio of 15.1, Pikeville High School offers a quality education in a small size classroom with individual attention for all students.

Notable Achievements and Areas of Improvement

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

Pikeville High School believes that we should always strive to evolve and perfect the education we offer to our community. It is easy for schools to rest on reputation and become stagnant and Pikeville works hard to avoid that pitfall. Because of the many programs offered, we feel Pikeville High School provides numerous opportunities for ALL students to invest in a special interest. For example, Pikeville offers numerous online, AP, and dual credit courses, a weekly newspaper and weekly newscast directed by students, band, dance, drama, chorus/choir, Teens Who Care Club, National Honor Society, Beta Club, FBLA, Pep Club, Student Council, Youth Leadership Council, Student Advisory Committee, an extremely active and competitive academic team at both junior high and high school levels, basketball, soccer, football, golf, wrestling, archery, volleyball, tennis, cheerleading, softball, baseball, CEDAR Coal Fair Projects, writing opportunities for publication, art, various field trips and many, many others. These opportunities allow our diverse staff and student body to find a place where they may excel and "shine". The accomplishment we are very proud of as a community is the recent celebration of our 100th year. We have earned the District of Distinction title, received the rating of Distinguished each year, and been named a Career and College Readiness School of Distinction. For the class of 2016 we earned a 90% College and Career Readiness rating, which is above the state average. This year we are the 17th highest scoring school district in the state.

Our top achievements in the past three years include a First Place National title for FBLA in Social Media Campaign, along with numerous state titles. A State 1st place title in High School Governor's cup Quick Recall and Top Ten finishers in Composition and Social Studies. Middle School Quick Recall with an Elite 8 placement in Governor's Cup Quick Recall with numerous District and Regional wins at both levels. A 2nd place Nationals win in Spelling for Beta Club. A State Title for Beta Club in Group Talent, Recycled Media Art, and Spelling, along with a 3rd place in Science II and a 2nd place win in On-site Acrylic Painting. Three National Merit Semi-finalists, plus one National Merit Finalist. Our Junior High Cheerleading Competition Squad was the 2015 UCA Small Junior High National Champions. Our high school cheerleading squad captured the 2016 small varsity UCA National Championship and most recently the KHSAA Small Varsity State Championship. One state winner and national semi-finalist for the Wendy's High School Football award. Two Miss Pike County winners. Over \$125,000 earned in KEES money for the Class of 2015 and 2016. An average total amount of scholarship money earned for the past three years of 3 million dollars. 11 students accepted into the Governor's Scholars Program. 5 students accepted into the Governor's School for Entrepreneurs. 3 alternates accepted into the Governor's School for the Arts in Vocal Music and Creative Writing. The 2014 winning group of the UPIKE Entrepreneur Challenge. An International 3rd place for the Middle School Community Problem Solving Team, Junior Division. We have numerous All county and All-festival participants in both instrumental and vocal music. 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. This year, the boys soccer team won the All A regional tournament as did our Boys Golf Team. Our Baseball, Softball, and Football team all won district championships. For the first time in 10 years our cross country team qualified for state. Our Cooking Team was 2nd in the State at the recent Kentucky State Fair cooking their signature Layered Taco Bowl. The middle school Future City Team has won the State Champs title two of the past three years and also won Best Model last year. Students in the MathCounts Middle School Team has had one student receive a full scholarship to the University of Kentucky for placing 1st in the Regional Competition and the Team overall has placed 2nd two years in a row at Region receiving a trip to the state level of competition. In 2014 a student received a \$5,000 scholarship to Western Kentucky University. The Middle School has had 5 students accepted into the Rogers Explorers program. The High School has had 1 student accepted into the Roger's Scholars Program. In the past three years, eight students have been accepted to the Robinson Leaders Program. With one student earning a full ride scholarship to the University of Kentucky. Regional champs in All A boys basketball 2013, Regional All A softball winner in 2014 and 2015 plus the 2014 team advanced to the final four, 2014 undefeated regular season by our football team and the 2015 recently SY 2016-2017

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won the KHSAA Class 1A State Championship, 2015 Boys Regional Soccer Champions, 2015 Boys Golf Regional Champions and numerous district titles in various sports. One student advanced to state competition in archery in our inaugural season. Also we have had several individual state advancements in golf, wrestling, and tennis during the 2014-2015 school year.

For Areas of Improvement we have identified career planning and mentor-ship as an area we could improve. We continue to look for the right adviser/advisee program that fits our schedule. The students have asked for more high-interest electives in the curriculum, so in the past three years we have offered courses like Fantasy and SciFi Literature, History through Film, Forensic Science, and American Pastimes. Also, new staff mentor-ship is an area for improvement. More collaboration time and peer observations could be implemented to improve this standard.

Additional Information

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

Pikeville has many initiatives for which we feel proud. Our ACT scores that consistently range above state and national averages is one accomplishment that makes us unique. Our extra-curricular activities remain competitive at the state and national levels. Our consistent, intensive planning and data analysis sets us up for success. We are especially proud of our intervention processes to meet the needs of all students in spite of growing socioeconomic gaps in our student body. The ongoing evaluation that takes place for various initiatives is another outstanding trait of our school. Pikeville High School includes stakeholders in every facet of decision-making including student and parent power to vote in committees. We can boast a high college and career readiness rate, a high college matriculation rate, 100% highly qualified staff, community support and involvement, a rigorous curriculum, low retention rates for students, and a low dropout rate. Pikeville is proud of the ground breaking work we've completed with our PLCs and the assessment literacy process. We are proud of the parental involvement shown within our school and the school spirit we have. As well, we are quite proud of our hiring practices and dedication to quality. Overall, Pikeville High School is proud of the effort and dedication toward excellence and the strong, supportive, caring environment we provide for every student. Our school culture is at a very high level as evidenced by our success in and out of the classroom.