Comprehensive District Improvement

Plan

Pike County

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Phase II - Assurances - District

Phase II - Compliance and Accountability - Districts

Executive Summary

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 District 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 District 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 - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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 District Equity Data.		1617SY Equity Data

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

Pike County Schools Equity Data indicates the following key points:

- Based on the following data, we have established equitable access to effective educators in Pike County Schools.

o The highest poverty schools (above 80%) are among the highest performing schools based upon state assessment scores.

o The lower poverty schools (below 70%) are among the lower performing schools based upon state assessment scores. Yet their performance is still in the distinguished, proficient or high performance in needs improvement (less than one point from proficiency).

o Pike County is a high performing, high poverty district. (Distinguished -Progressing)

- Pike County has high poverty schools with national board certified teachers. A consideration needs to be made that we only have 2.8% national board certified teachers, therefore we must establish a strong professional learning culture to move that goal to 10%. First we must establish a value in achieving this. This can be accomplished through job embedded professional learning that is focused on targeted improvement efforts. This increases awareness and a need to learn and grow. Then a connection must be made to the student achievements and professional growth. A connection also has to be made to how this will increase in job satisfaction as a result of student achievement.

- Only 14% of our teachers have less than 4 years' experience. We have 87% that are tenured. Of that 87% we have approximately 5%-8% of teachers that are at retirement age. That would mean an increase of approximately 25% percent of inexperienced teachers. This promotes the need for a mentorship program to grow our teachers. This also reinforces our current system of developing teacher leaders.

- Summary

o Areas of leverage are teacher leadership development and equitable access to high performing teachers in high poverty areas.

o

After the data analysis is complete, the district 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.

Based on data analysis areas to refine:

Pike County is a high performing district with high performance indicators in several key equity points. Therefore, we must build structures within our systems to maintain our high level of performance. The two areas is continue to develop our teacher leaders and mentorship program.

1. Promoting the desire to pursue a rigorous standard for certification (national board or increase specialty certifications - Ed.S)
2. Improve our current mentorship program and create a comprehensive mentoring program for new teachers.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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 District Equity Goals Data.		Equity Goals 1617SY Pike County

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the

district will need to include appropriate objectives, strategies and activities.

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

Goal 1:

The Pike County School District will increase the percentage of students who are college and career ready from 70.9% to 81% by May, 2018

Measurable Objective 1:

achieve college and career readiness and increase the percentage of students who are college and career ready from 70.9% to 72% by 05/31/2017 as measured by ACT, COMPASS or KYOTE.

Strategy1:

Accelerated Learning - The district will implement innovative, alternate instructional pathways that allow for greater student success for those students who

need an environment that is different from the traditional classroom,therefore more students will be successful in achieving college readiness goals and will graduate from high school earning an associate degree.

Category: Learning Systems

Research Cited:

Activity - Accelerated Courses Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	School administrators

Activity - Early College	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0 - District Funding	High School Supervisor High School and Middle School Counselors

Strategy2:

Data Analysis - CTE - Career and Technical Education PLCs will work together to analyze data to improve career readiness

Category: Continuous Improvement

Research Cited: Dufour; Classroom Assessment for Learning (CASL), Data Wise, Stiggins, Marzano

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator Instructional Supervisors High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000 - Career and Technical Education Funds	CTE Coordinator Instructional Supervisors High School Principal

Strategy3:

Targeted Intervention - ALL high schools will target students for specific interventions that will ensure that students pass course that enable them to complete their individual track and ensure college and career readiness

Category: Persistance to Graduation

Research Cited:

Activity - Intervention - Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and staff

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Activity - Student Achievement Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option- target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0 - No Funding Required	High School Supervisor High School PLC teams and administration

Activity - Intervention - College Ready Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and school teachers

Strategy4:

Teacher Effectiveness - CTE - All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards.

Category: Career Readiness Pathways

Research Cited: CTE Teacher Instructional Development All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards. Dufour; Classroom Assessment for Learning (CASL)

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000 - Career and Technical Education Funds	CTE Coordinator, Instructional Supervisors

Activity - Professional Learning - Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000 - District Funding	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator

Strategy5:

Curriculum Assessment and Alignment - CTE - Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards.

Category: Learning Systems

Research Cited: CTE Curriculum and Assessment Alignment Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards. Data Wise, Stiggins, Marzano

Activity - CTE Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - Curriculum Assessment and Alignment - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator

Goal 2:

Next Generation Professionals data is currently unavailable. Baseline data will be set in 2015 following first year implementation.

Measurable Objective 1:

collaborate to increase percent of effective professionals based upon baseline data received after full implementation in 2014-2015 by 05/31/2016 as measured by the Professional Growth and Effectiveness System overall performance category reported in EDS.

Strategy1:

Professional Growth and Effectiveness - Build capacity of leaders and teachers through professional learning communities to support the work of designing high quality goals that are targeted to increase student achievment and professional practice.

Category: Professional Learning & Support

Research Cited: Danielson Framework for Teaching, Stiggins, Marzano

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Activity - Professional Learning Community - Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school level analysis of implementation monitoring plan results and PGES data for the purpose of : Identifying professional learning needs. Evaluating fiscal and human resource needs. Potential shifts in calendars and schedules/ daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	03/01/2015	05/30/2016	$0 - No Funding Required	Director of Instruction, Instructional Supervisors

Activity - Professional Learning Community Build Capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring	Professional Learning	08/01/2013	05/30/2016	$10000 - District Funding $5000 - Grant Funds $10000 - Race to the Top	Director of Instruction, Instructional Supervisors,

Goal 3:

The Pike County School District will reduce the total number of students scoring Novice in Reading from 16.5% to 13.3% (elementary); from 20.8% to 18.8% (middle) and from 38% to 30.8% (high school) by May, 2018

Measurable Objective 1:

collaborate to decrease the number of students scoring Novice in Reading from 16.5% to 14.8% (elementary); from 20.8% to 18.8% (middle); and from 38.0% to 34.2% (high school) by 05/31/2017 as measured by KPREP/EOC scores.

Strategy1:

Literacy Initiative - Structure - ALL schools will implement graphic organizers that will focus student learning and heighten comprehension and application.

Category: Learning Systems

Research Cited: National Center for Educational Evaluation and Regional Assistance (REL)

Activity - Literacy Initiative -Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will develop and utilize a school wide graphic organizer that will guide thinking and development in responding to constructed response items.	Academic Support Program	08/10/2015	05/31/2017	$0 - No Funding Required	District Instructional Staff School Administrators

Strategy2:

Gap Analysis - ALL school PLCS will identify gaps in literacy performance and utilize individual learning plans to monitor impact of literacy instruction on student achievement

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

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Activity - Gap Analysis - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or RtI Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal.	Policy and Process	08/10/2015	05/31/2018	$0 - No Funding Required	School administration School level PLC teacher members

Strategy3:

Literacy Initiative - School Level - Students will be able to identify and implement textual evidence.

Category: Learning Systems

Research Cited: Marzano Strategies

Activity - Levlels of Questioning/Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0 - Title I Part A	District Instructional Staff

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies	Academic Support Program	08/01/2015	05/31/2018	$0 - No Funding Required	District Instructional Staff Literacy content teachers School administrators

Strategy4:

Professional Learning - System - Opportunities for teachers to participate in learning walks to observe/explore various reading strategies and instruction being used in other classrooms

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning - Site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content Teachers will participate in Learning walks to observe reading strategies in other classrooms and provide feedback to peer and improve their instructional practices in literacy.	Professional Learning	08/10/2015	05/31/2017	$0 - No Funding Required	Content literacy teachers School administration

Goal 4:

The Pike County School District will increase the percentage of students who are identify as GT from 10% to 15% by May, 2018

Measurable Objective 1:

A 10% increase of Gifted and Talented students will demonstrate a proficiency of ninety five percent stanine or above in Mathematics by 05/31/2018 as measured by NWEA MAP .

Strategy1:

Professional Learning - Structure - GT Techers will utilize differentiated strategies identified in the GSSP to meet student leaning needs.

Category: Learning Systems

Research Cited: Carol Ann Tomlinson

Activity - Teacher Training on Differentiated Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to utilize appropriate differentiate strategies.	Professional Learning	01/28/2016	05/31/2018	$0 - No Funding Required	GT Instructional Resource Teacher

Strategy2:

Individualized Learning - Use data to plan improvement efforts designed to target individual student needs, interests, and abilities, raise achievement, support student success and increase teacher effectiveness. Identify planned activities to address specific individual and group needs. Evidence should be reflective of Gifted and Talented Goal(s).

Category: Integrated Methods for Learning

Research Cited: Carol Ann Tomlinson

Activity - Differentiated Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.B. Grouping for Instruction: 1.B.a) Student(s) grouped for instructional purposes based on student interests, abilities, and needs including social and emotional 1.B.b) Student(s) receive multiples services delivery options based on student interests, abilities, and needs including social and emotional	Direct Instruction	01/28/2016	05/31/2018	$0 - No Funding Required	GT

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Belfry High School Belfry Middle School Bevins Elementary School Dorton Elementary East Ridge High School Elkhorn City Elementary School Johns Creek School Kimper Elementary School Millard Elementary School Mullins Elementary School Phelps High School Pike Central High School Shelby Valley High School Southside Elementary School Valley Elementary School	

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) 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?

Pike County continues to create a balanced assessment system and a cohesive intervention and support system. We used the KPREP results to guide academic decisions until 2013-2014. In August, 2013, our district acquired an additional assessment tool to gather information on student achievement data, Measure of Academic Progress (MAP). Our MAP data indicated significant concerns on growth rates in math across all schools. This data was also compared to the 2016 KPREP results. The comparison of the data indicated while the achievement is varied the concern for the improvement in mathematics was clear. The cross reference to the data in language usage and writing also indicated needs for improvement.

While the use of MAP as a predictor is not as strong a predictor of performance, it does provide diagnostic data to analyze the readiness for content and to focus our schools to monitor progress toward skills attainment. The usage of this tool has demonstrated a significant increase in schools addressing students' needs and making instructional decisions that yield positive results for student achievement.

Upon receipt of the Spring, 2016 KPREP results, data analysis sessions were conducted throughout the district in each school.   Each school leadership team led the sessions and determined the priority needs of students. . During this meeting, objectives were identified to provide focus on areas of improvements. Each school used this meeting to determine needs and discuss strategies for improvement within their individual school plans (45/45/90 Day plan). The district utilized the data from these individual school meetings to determine root cause, a trend in leverage areas and areas for improvement. (i.e. achievement in mathematics across all levels)

The initial review of KPREP data yielded questions about the level of rigor using standards based instructional practices and congruent formative assessments in the classroom. The district walkthrough document aligned to the Kentucky Framework for Teaching (FfT) combined results from 2014-2015 indicated an increase in effective standards based learning targets yet lower formative assessment practices tied to student engagement strategies and higher level questions.

The review of all data (walkthrough, survey, KPREP, MAP and benchmark testing) the leadership has determined that the focus goals for the 2016-2017 Comprehensive District Improvement Plan (CDIP) would be continue with the 2015-2016 goals regarding assessment for student learning, response to intervention and teacher effectiveness. The emphasis would be placed on designing structures and systems to create a sustainable learning system through the use of professional a learning communities and school leadership teams. In addition, TELL KY survey results indicated above state average responses in multiple areas, while the areas that scored lower are being addressed in both our instructional and technology plan as indicated in the comprehensive district plan. The results from the data analysis aligned with our direction of the three keys - culture of high expectation, systems of learning and teacher/leader effectiveness.

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?

Pike County School District analysis of data indicated strengths in our learning environment climate. Data indicated a strong ownership in promoting student achievement. Furthermore, our data consistently indicates an atmosphere of respect and rapport among teachers and students and administration and teachers. This desire to enhance student learning and positive learning environment is leverage to build a strong professional learning foundation to meet our academic and institutional goals for student success.

There is a strong sense of urgency and drive to exceed an average overall ranking to achieve the ranking of Distinguished by 2016. Informal feedback indicates a greater sense of community between our schools that foster the environment for innovative ideas. A culture of collaboration is growing amongst our administrators that will create a sustainable environment for new ideas. Our goal of creating a culture of collaboration is slowly becoming a reality for all our schools. Our most significant example of successful collaboration amongst our schools at the high school level. Our high schools have achieved the highest degree of improvement of all our school levels and all high schools have restructured their programs to increase student achievement. Schools have revised their mission statement to accurately reflect their direction. All our district leaders are improving their collaboration in an effort to analyze situations and achieve consensus on the best alternatives for all our students. Our academic results as a Distinguished Progressing district.

Of our 27 testing configurations we achieved the following based on the Spring, 2016 state assessment results:
Classifications

- 19 Distinguished Schools
- 6 Proficient Schools
- 2 Needs Improvement
- 12 Schools of Distinction
- 2 High Performing Schools
- 7 High Progressing Schools
- 3 Focus Schools

School and District Leadership continue to conduct targeted observations. Continuous use of perception surveys and identifying critical academic and nonacademic student data to analyze their current realities. Our district leadership is consistently analyzing and reflecting on the impact of programs on student achievement and teacher/leader effectiveness. We are creating and modeling structures for our K-12 instructional program effectiveness reviews.

We have created a district tiered support for school improvement system. This is meant to create an individualized approach to take our schools from where they are and move them to the expected level of performance through differentiated and targeted district support. We are moving to a more consistent, effective use of data to plan instruction, measure the impact on student achievement and adjustment our instructional programs. We are developing consistency in understanding the data beyond the state accountability measures. We are conducting frequent review measures, so that we are selecting the right tools to determine if our students are reaching the mastery. We have significant physical resources available to our schools. The district is intentionally striving to make the connections to the wealth of resources that will leverage student achievement. An example would be our technology assets, using our technology to increase student engagement,

with the expectation it is more than just a tool to teach and manage instruction - it is a teaching and learning tool.

Opportunities for Improvement

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

Our 2015 Teaching, Empowering, Leading and Learning (TELL) Kentucky Survey results indicated our schools' teaching conditions concerning time, community involvement and professional development were above the state average. This indicates we have leverage regarding the mindset toward professional growth with our teachers. According to our Spring, 2016 results we have improved in all areas (achievement, gap, growth, CCR). Several of our schools (12) met novice reduction targets, yet 15 schools under performed in novice reduction. We continue to have areas that are under performing within our non-duplicated gap groups. We continue to have a large percentage of students at the apprentice level in all areas.

We determined in October, 2015 that the root cause of these issues were that we did not have in place the fundamental structures and systems to instruct and assess standards based curriculum. We identified five areas that will be our focus over multiple years: 1) Guaranteed and viable curriculum, collaborative teams focused on analysis of assessment data and improving instructional practices, common assessments, intervention and enrichment systems.This continues to drives our decision to establish clear expectations of rigorous instruction through curriculum alignment, formative assessment and data analysis overall. We have seen improvement in building leadership capacity through a high quality professional learning community. The professional learning community (PLC) framework is the structure that will create a systemic implementation of the Pike County School District Comprehensive Improvement Plan. We will focus resources and partner with the Dufour group to establish high performing PLCs that are collaborating on student improvement efforts.   The systems that are used to deliver these aspects will allow us to disseminate the information to our large geographical area in order to become systemic and systematic in nature.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

District level tiered support for school improvement is conducted throughout our district. A summary is given to each school administration team, with follow up suggestions for areas of both strength and improvement. Specifically, these visits include dialogue visits, walkthroughs, learning walks and support visits. The level of support and frequency is determined by student achievement data and non-academic data.

Dialogue visits with all school leadership teams will be conducted annually to promote collaboration around the three keys for improvement.

Needs Imrpovement schools will receive two walkthroughs will be conducted with needs improvement schools to monitor instructional practices and provide feedback on systemic district expectations. A targeted recommendation of strengths and areas of improvement with next steps is drafted immediately following these site visits. The learning walks summary of next steps will be reviewed through dialogue visits, random site visits, administrative district meetings and area meetings. Our focus schools receive a comprehensive site visit and academic review. Areas for strength and improvement will be identified which will allow the district and school leaders to collaborate on improvement needed and a 45/45/90 day plan will be developed.

School level and District level progress notes will minimally be updated twice a year, followed by a report to the Pike County Board of Education. In addition, reporting of student achievement using district wide assessment results will be conducted twice a year. Annual reporting of the state assessments results will be given the following month of receiving the results. After reviewing of the instructional visits, progress notes and student achievement data, if needed, more explicit support will be provided by the district staff.

These collaborative meetings will be followed by a review of the 45/45/90 day plan that will allow the district staff and school leadership an efficient approach to improving the learning environment and student achievement. Throughout this process of monitoring, our district will continuously reflect and further define a systemic approach to monitoring and measuring student achievement with a targeted task of increasing student engagement.

An electronic data management system has been created to maintain documents individual to each school to provide an ongoing data picture for progress monitoring. The comprehensive monitoring system is inclusive of academic and non-academic data to support continuous improvement for the complete learning environment.

Conclusion

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

As we continue to transform our district, Pike County schools will collaborate with building administrators, and teachers to create the systems and structures to ensure that activities are implemented at a high level consistently, efficiently and equitably. A crucial component for improvement is the Pike County KEYS (Knowledge Empowering Your Students) School Leadership Summit and the Instructional Transformation Teacher Leaders (ITTL). The KEYS Summit is the opportunity to build capacity of the school leadership to self-monitor and to make critical decisions for effective responses to improvement efforts.

The ITTL is a key role in creating a systemic message for systematic practices across our large geographical area. This level of teacher leaders will empower other teachers to implement effective practices within the learning system to create a high performing learning environment.

District leadership will coordinate efforts and facilitate opportunities for teacher leaders to design and develop curriculum units in order to guide district wide consistency for an equitable education for all students. The district will enhance communication via our website and document sharing system to ensure timely and accurate access to critical information.

Finally, Pike County Schools will continue to use and develop multiple forms of non-academic and academic data to reflect on the effectiveness of the improvement plan.

2016-2017 Pike County Schools Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Pike County Schools Comprehensive District 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	The Pike County School District will increase the percentage of students who are college and career ready from 70.9% to 81% by May, 2018	Objectives: 1 Strategies: 6 Activities: 18	Organizational	$14000
2	The Pike County School District will increase the averaged combined reading and math K-Prep/EOC scores from 61.6% to 72% for elementary, from 51.6% to 72% for middle school students, and 44.3% to 70.0% for high school students by May, 2018.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$65000
3	Next Generation Professionals data is currently unavailable. Baseline data will be set in 2015 following first year implementation.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$25000
4	The Pike County School District will increase the students reaching proficiency in reading and math in the non-duplicated gap group from 57.5% to 69% (elementary school); from 45.7% to 68% (middle school); and from 39.8% to 65% (high school) by May, 2018	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	The Pike County School District will increase the average 4 Year adjusted cohort graduation rate from 94.8 to 98 by May, 2018.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$10000
6	The Pike County School District will reduce the total number of students scoring Novice in Reading from 16.5% to 13.3% (elementary); from 20.8% to 18.8% (middle) and from 38% to 30.8% (high school) by May, 2018	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$0
7	The Pike County School District will reduce the total number of students scoring Novice in Math from 12.3% to 10% (elementary); from 17.8% to 14.4% (middle) and from 24.8% to 20.1% (high school) by May, 2018.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$10000
8	The Pike County School District will increase the percentage of students who are identify as GT from 10% to 15% by May, 2018	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

Goal 1: The Pike County School District will increase the percentage of students who are college and career ready from 70.9% to 81% by May, 2018

Measurable Objective 1:

achieve college and career readiness and increase the percentage of students who are college and career ready from 70.9% to 72% by 05/31/2017 as measured by ACT, COMPASS or KYOTE.

Strategy 1:

Targeted Intervention - ALL high schools will target students for specific interventions that will ensure that students pass course that enable them to complete their individual track and ensure college and career readiness

Category: Persistance to Graduation

Activity - Intervention - College Ready Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, Shelby Valley Day Treatment, East Ridge High School, Phelps High School	Academic Support Program	08/15/2016	05/31/2018	$0	District Funding	School administration and school teachers

Activity - Intervention - Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery. Schools: Belfry High School, Shelby Valley High School, Shelby Valley Day Treatment, Phelps Day Treatment, Phelps High School	Academic Support Program	08/15/2016	05/31/2018	$0	District Funding	School administration and staff

Activity - Student Achievement Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Pike County

1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option- target student need, flexibly group according to points from target). Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, Shelby Valley Day Treatment, East Ridge High School, Phelps High School	Policy and Process	08/15/2016	05/31/2018	$0	No Funding Required	High School Supervisor High School PLC teams and administration

Strategy 2:

Accelerated Learning - The district will implement innovative, alternate instructional pathways that allow for greater student success for those students who

need an environment that is different from the traditional classroom,therefore more students will be successful in achieving college readiness goals and will graduate

from high school earning an associate degree.

Category: Learning Systems

Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway Schools: Millard School, Belfry Middle School, Feds Creek Elementary School, Belfry High School, Shelby Valley High School, Mullins Elementary School, Pike County Central High School, Dorton Elementary School, Valley Elementary School, East Ridge High School, Elkhorn City Elementary School, Phelps High School, Kimper Elementary School	Policy and Process	08/15/2016	05/31/2018	$0	District Funding	High School Supervisor High School and Middle School Counselors

Activity - Accelerated Courses Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language. Schools: Belfry High School, Mullins Elementary School, Johns Creek Elementary School, Pike County Central High School, Dorton Elementary School, Shelby Valley Day Treatment, East Ridge High School, Valley Elementary School, Elkhorn City Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Phelps High School, Kimper Elementary School	Direct Instruction	08/15/2016	05/31/2018	$0	No Funding Required	School administrators

Strategy 3:

Data Analysis - CTE - Career and Technical Education PLCs will work together to analyze data to improve career readiness

Category: Continuous Improvement

Research Cited: Dufour; Classroom Assessment for Learning (CASL), Data Wise, Stiggins, Marzano

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Professional Learning	08/15/2016	05/31/2018	$2000	Career and Technical Education Funds	CTE Coordinator Instructional Supervisors High School Principal

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will utilize data analysis to improve career readiness instruction. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Direct Instruction	08/15/2016	05/31/2018	$0	No Funding Required	CTE Coordinator Instructional Supervisors High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE PLCs will monitor career readiness student growth through formative and common assessments Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Academic Support Program	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Academic Support Program	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Strategy 4:

CTE Career Pathways - Career and Technical Education students will understand and work toward being career ready.

Category: Career Readiness Pathways

Research Cited: CTE Career Pathways Career and Technical Education students will understand and work toward being career ready. Office of Survey Methods

Research (OSMR); Outlook Occupational Handbook

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students. Schools: Shelby Valley High School, Belfry High School, Mullins Elementary School, Johns Creek Elementary School, Pike County Central High School, Dorton Elementary School, East Ridge High School, Valley Elementary School, Elkhorn City Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Phelps High School, Kimper Elementary School	Professional Learning	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Activity - Career Pathway Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status. Schools: Shelby Valley High School, Belfry High School, Mullins Elementary School, Johns Creek Elementary School, Pike County Central High School, Dorton Elementary School, East Ridge High School, Valley Elementary School, Elkhorn City Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Phelps High School, Kimper Elementary School	Recruitment and Retention	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principals

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc. Schools: Millard School, Belfry Middle School, Belfry High School, Shelby Valley High School, Mullins Elementary School, Pike County Central High School, Johns Creek Elementary School, Dorton Elementary School, Valley Elementary School, East Ridge High School, Elkhorn City Elementary School, Phelps High School, Kimper Elementary School	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers. Schools: Shelby Valley High School, Belfry High School, Mullins Elementary School, Johns Creek Elementary School, Pike County Central High School, Dorton Elementary School, East Ridge High School, Valley Elementary School, Elkhorn City Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Phelps High School, Kimper Elementary School	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	No Funding Required	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Strategy 5:

Teacher Effectiveness - CTE - All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards.

Category: Career Readiness Pathways

Research Cited: CTE Teacher Instructional Development All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards. Dufour; Classroom Assessment for Learning (CASL)

Activity - Professional Learning - Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Professional Learning	08/01/2016	05/31/2018	$2000	District Funding	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Professional Learning	08/01/2016	05/31/2018	$10000	Career and Technical Education Funds	CTE Coordinator, Instructional Supervisors

Strategy 6:

Curriculum Assessment and Alignment - CTE - Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards.

Category: Learning Systems

Research Cited: CTE Curriculum and Assessment Alignment Career and Technical Education program will communicate, promote and evidence through data analysis

and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards. Data Wise, Stiggins, Marzano

Activity - CTE Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Academic Support Program	08/01/2016	05/31/2018	$0	No Funding Required	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Activity - Curriculum Assessment and Alignment - CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Academic Support Program	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, East Ridge High School, Phelps High School	Academic Support Program	08/01/2016	05/31/2018	$0	No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Goal 2: The Pike County School District will increase the averaged combined reading and math K-Prep/EOC scores from 61.6% to 72% for elementary, from 51.6% to 72% for middle school students, and 44.3% to 70.0% for high school students by May, 2018.

Measurable Objective 1:

demonstrate a proficiency rate increase in combined reading and math from 61.6% to 66.0% for elementary, from 51.6% to 59% for middle school students, and 44.3% to 55% for high school students by 05/31/2017 as measured by KPREP/EOC scores.

Strategy 1:

Curriculum Alignment - Teacher leaders will be trained and supported in the implementation of standards based instruction and assessment design. Collaborative

teams (PLCs) will be utilized to design the standards implementation and alignment work. The alignment process will be used to ensure that all teachers are clear on an instructional design process. This will allow teachers to be confident in adjusting to any changes in standards or accountability. This knowledge of instructional design will allow teachers to design rigorous instruction that will result in higher student performance.

Category: Learning Systems

Research Cited: Marzano Strategies, Richard and Rebacca DuFour, Charlotte Danielson, Heidi Hayes Jacob

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Transformation Teacher Leaders, content specific teacher leaders and district staff will identify essential standards for each grade level, outline units of study to implement these standards and design common unit assessments district wide. ITTLs, School Administrators and School PLC teams will develop grade level, content level unit pacing maps, common formative assessments and instructional plans that align with the district units of study. The process followed will be the district instructional design process. Schools: All Schools	Policy and Process	08/11/2014	05/31/2017	$45000	Grant Funds, District Funding	District Instructional Supervisors School administration ITTL Leads School Level PLCs

Activity - Monitoring District Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will conduct walkthroughs using the district walkthrough document. This is to ensure that teachers implement standards based instruction and meet the district criteria for high functioning schools. District staff will provide feedback to principal and leadership teams about the next steps for improving instruction and monitoring student progress. Schools: All Schools	Policy and Process	08/16/2013	05/31/2017	$0	No Funding Required	District Leadership in Instruction and academic support programs

Strategy 2:

Assessment Literacy - District support and resources will be used to develop administrators and teachers skills and knowledge on how to effectively assess students and maximize learning. The district will train teacher leaders (i.e.ITTLs) and school administrators on effective assessment for learning strategies and processes. The learning will be implemented through PLCs.

Category: Professional Learning & Support

Research Cited: Stiggins, William and Black,

Activity - Assessment for Learning - Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| District staff will provide professional learning to ITTLs on CASL on the type of assessments that will effectively measure student learning and protocol for analysis to impact instruction. ITTLs will share this learning in the school level PLC. Samples of work will be shared through ITTL meetings. District data storage system will be used to share common formative assessments aligned with district units.

Schools: All Schools | Professional Learning | 12/15/2015 | 05/31/2017 | $10000 | Grant Funds | Department of Instruction Staff School Administrators ITTLs School Level PLC teacher members |

Activity - Assessment for Learning - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ITTLs will provide support for PLC teacher teams to create a progress monitoring system that includes data notebooks. School administrators will engage in data analysis and sharing of work samples through administrator PLC meetings. All teachers will maintain a progress monitoring system that includes state and local student achievement data for students. Schools: All Schools	Professional Learning	03/01/2016	05/31/2017	$10000	Grant Funds	Departtment of Instruction Staff School leaders Teacher Leaders (ITTLs) Content teacher members

Strategy 3:

Targeted Intervention - System - District will provided targeted support to all schools based on accountability data through walkthroughs, professional learning,

instructional dialogue and progress monitoring to all schools based on key performance indicators of student achievement.

Category: Continuous Improvement

Research Cited: Wallace Foundation research on best practices for district support for school improvement

Activity - Targeted Intervention - School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional team will implement a tiered system for school support of site visits, dialogue, professional learning and budget decisions centered on the learning environment for all schools and will be individualized based on the level of the school performance. Support actions and artifacts required of each school will be based on the level of performance. All schools will maintain a 30/60/90 Day plan and provide routine progress reports. All schools will maintain a 5 Year Data Picture to have a holistic view of the learning environment and make informed decisions for school improvement. Schools: All Schools	Academic Support Program	09/15/2015	05/31/2017	$0	No Funding Required	District Instructional staff School Administrators

Goal 3: Next Generation Professionals data is currently unavailable. Baseline data will be set in 2015 following first year implementation.

Measurable Objective 1:

collaborate to increase percent of effective professionals based upon baseline data received after full implementation in 2014-2015 by 05/31/2016 as measured by the Professional Growth and Effectiveness System overall performance category reported in EDS.

Strategy 1:

Professional Growth and Effectiveness - Build capacity of leaders and teachers through professional learning communities to support the work of designing high quality goals that are targeted to increase student achievment and professional practice.

Category: Professional Learning & Support

Research Cited: Danielson Framework for Teaching, Stiggins, Marzano

Activity - Professional Learning Community Build Capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring Schools: All Schools	Professional Learning	08/01/2013	05/30/2016	$25000	District Funding, Race to the Top, Grant Funds	Director of Instruction, Instructional Supervisors,

Activity - Professional Learning Community - Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school level analysis of implementation monitoring plan results and PGES data for the purpose of : Identifying professional learning needs. Evaluating fiscal and human resource needs. Potential shifts in calendars and schedules/ daily use of time, roles and responsibilities for administrators and teacher leaders. Schools: All Schools	Professional Learning	03/01/2015	05/30/2016	$0	No Funding Required	Director of Instruction, Instructional Supervisors

Goal 4: The Pike County School District will increase the students reaching proficiency in reading and math in the non-duplicated gap group from 57.5% to 69% (elementary school); from 45.7% to 68% (middle school); and from 39.8% to 65% (high school) by May, 2018

Measurable Objective 1:

collaborate to increase the percentage of students in the non-duplicated gap group meeting proficiency in reading and mathematicsfrom 45.6% to 50.3% (elementary), 38.3%% to 48.8% (middle) and 35.5% to 43.9% (high)   by 05/31/2016 as measured by K-PREP and End-of-Course Assessment.

Strategy 1:

Response to Intervention - All schools will implement a RtI program that aligns with district policies and procedures. Each school will create a plan and structure to monitor the student progress in both acceleration and remediation interventions. The effective implementation of an RtI program will narrow achievement gaps among all students.

Category: Learning Systems

Research Cited: Douglas Dexter

Activity - Response to Intervention - School Supoprt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will receive professional learning on the system wide procedure for academic and behavior intervention for tiered interventions and progress monitoring. All schools will develop SBDM policies and guidelines for response to intervention. Schools: All Schools	Policy and Process	06/01/2016	05/31/2018	$0	No Funding Required	District Instructional Staff School Administration SBDM Councils

Activity - Response to Intervention - School Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will develop an RtI plan aligned with district and SBDM policies and procedures. All schools will establish a student achievement team (SAT) to monitor implementation of the plan and procedures. All schools will receive support on effective implementation of an RtI plan. Schools: All Schools	Policy and Process	09/01/2016	05/31/2018	$0	No Funding Required	District Instructional Staff

Goal 5: The Pike County School District will increase the average 4 Year adjusted cohort graduation rate from 94.8 to 98 by May, 2018.

Measurable Objective 1:

improve graduation rate by 1.2% to 96% by 05/31/2017 as measured by state accountability measures..

Strategy 1:

Academic and Career Advising - Academic connections to career interest to promote engagement for all students - targeted interventions - advising

Category: Career Readiness Pathways

Activity - Individual Learning Plans - Middle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Schools: Shelby Valley High School, Belfry High School, Mullins Elementary School, Johns Creek Elementary School, Pike County Central High School, Dorton Elementary School, East Ridge High School, Valley Elementary School, Elkhorn City Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Phelps High School, Kimper Elementary School	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	No Funding Required	District Instructional Staff School leadership Middle and High School Counselors

Strategy 2:

Targeted Intervention - System - High School implementation of academic and behavior Tiered system

Category: Learning Systems

Activity - Response to Intervention - High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level. Schools: Belfry High School, Shelby Valley High School, Pike County Central High School, Shelby Valley Day Treatment, Phelps Day Treatment, East Ridge High School, Phelps High School	Academic Support Program	08/10/2015	03/31/2017	$10000	Grant Funds	District Instructional Staff High School Administrators

Goal 6: The Pike County School District will reduce the total number of students scoring Novice in Reading from 16.5% to 13.3% (elementary); from 20.8% to 18.8% (middle) and from 38% to 30.8% (high school) by May, 2018

Measurable Objective 1:

collaborate to decrease the number of students scoring Novice in Reading from 16.5% to 14.8% (elementary); from 20.8% to 18.8% (middle); and from 38.0% to 34.2% (high school) by 05/31/2017 as measured by KPREP/EOC scores.

Strategy 1:

Literacy Initiative - School Level - Students will be able to identify and implement textual evidence.

Category: Learning Systems

Research Cited: Marzano Strategies

Activity - Levlels of Questioning/Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught the four levels of questioning, and how to ask and answer each level of questions. Schools: Southside Elementary School, Blackberry Elementary School, Mullins Elementary School, Johns Creek Elementary School, Dorton Elementary School, Bevins Elementary School, Elkhorn City Elementary School, Phelps Elementary School, Millard School, Feds Creek Elementary School, Belfry Middle School, Valley Elementary School, Kimper Elementary School	Academic Support Program	08/10/2015	05/31/2018	$0	Title I Part A	District Instructional Staff

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement close reading strategies Schools: All Schools	Academic Support Program	08/01/2015	05/31/2018	$0	No Funding Required	District Instructional Staff Literacy content teachers School administrators

Strategy 2:

Literacy Initiative - Structure - ALL schools will implement graphic organizers that will focus student learning and heighten comprehension and application.

Category: Learning Systems

Research Cited: National Center for Educational Evaluation and Regional Assistance (REL)

Activity - Literacy Initiative -Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All schools will develop and utilize a school wide graphic organizer that will guide thinking and development in responding to constructed response items. Schools: All Schools	Academic Support Program	08/10/2015	05/31/2017	$0	No Funding Required	District Instructional Staff School Administrators

Strategy 3:

Gap Analysis - ALL school PLCS will identify gaps in literacy performance and utilize individual learning plans to monitor impact of literacy instruction on student

achievement

Category: Continuous Improvement

Activity - Gap Analysis - Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or RtI Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal. Schools: All Schools	Policy and Process	08/10/2015	05/31/2018	$0	No Funding Required	School administration School level PLC teacher members

Strategy 4:

Professional Learning - System - Opportunities for teachers to participate in learning walks to observe/explore various reading strategies and instruction being used in

other classrooms

Category: Continuous Improvement

Activity - Professional Learning - Site visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Teachers will participate in Learning walks to observe reading strategies in other classrooms and provide feedback to peer and improve their instructional practices in literacy. Schools: All Schools	Professional Learning	08/10/2015	05/31/2017	$0	No Funding Required	Content literacy teachers School administration

Goal 7: The Pike County School District will reduce the total number of students scoring Novice in Math from 12.3% to 10% (elementary); from 17.8% to 14.4% (middle) and from 24.8% to 20.1% (high school) by May, 2018.

Comprehensive District Improvement Plan

Pike County

 Measurable Objective 1:

collaborate to decrease the number of Pike County students scoring novice in math from 12.3 % to 11.1% for elementary schools, 17.8% to 16% for middle school students, 24.8% to 22.3% (high school) by 05/31/2017 as measured by KPREP/EOC scores.

Strategy 1:

Assessment for Learning - Through continuous school improvement efforts, the district will support schools utilizing on-going assessment data to target students' areas

of strength and weakness in Mathematics.

Category: Continuous Improvement

Activity - Assessment for Learning - Data Analysis - At Risk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will review of MAP assessment data in mathematics for special education and at-risk students will be conducted and modifications to instruction will be made based on data results Schools: All Schools	Academic Support Program	09/30/2015	05/31/2018	$0	No Funding Required	Mathematics Teachers School administrators

Activity - Assessment for Learning - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will analyze formal assessments, informal assessments, MAP data and KPREP data monthly and use information to make instructional changes in the delivery of math content Schools: All Schools	Academic Support Program	09/30/2015	05/31/2018	$0	No Funding Required	District Instructional Staff School Administrators PLC teacher members

Strategy 2:

Targeted Intervention - School - RtI - Differentiated training and support

Category: Professional Learning & Support

Activity - Response to Intervention - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional learning opportunities that will focus on differentiated instruction and hands-on intervention strategies that can be used during targeted intervention times with students. Teachers will develop data notebooks, in order to track student progress in the area of Mathematics Schools: All Schools	Academic Support Program, Professional Learning	08/10/2015	05/31/2018	$10000	District Funding	District Instructional Staff School Administrators Mathematics Teachers

Activity - Targeted Intervention - School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop student goal setting and prediction sheets, which will be included in their data notebooks. The goal-setting sheets will engage students in their own learning and growth and will allow teachers and students to track student progress in the area of mathematics Schools: All Schools	Academic Support Program	08/10/2015	05/31/2018	$0	No Funding Required	Mathematics Teachers School Administrators District instructional staff

Goal 8: The Pike County School District will increase the percentage of students who are identify as GT from 10% to 15% by May, 2018

Measurable Objective 1:

A 10% increase of Gifted and Talented students will demonstrate a proficiency of ninety five percent stanine or above in Mathematics by 05/31/2018 as measured by NWEA MAP .

Strategy 1:

Professional Learning - Structure - GT Techers will utilize differentiated strategies identified in the GSSP to meet student leaning needs.

Category: Learning Systems

Research Cited: Carol Ann Tomlinson

Activity - Teacher Training on Differentiated Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to utilize appropriate differentiate strategies. Schools: All Schools	Professional Learning	01/28/2016	05/31/2018	$0	No Funding Required	GT Instructional Resource Teacher

Strategy 2:

Individualized Learning - Use data to plan improvement efforts designed to target individual student needs, interests, and abilities, raise achievement, support student success and increase teacher effectiveness. Identify planned activities to address specific individual and group needs. Evidence should be reflective of Gifted and Talented Goal(s).

Category: Integrated Methods for Learning

Research Cited: Carol Ann Tomlinson

Activity - Differentiated Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1.B. Grouping for Instruction: 1.B.a) Student(s) grouped for instructional purposes based on student interests, abilities, and needs including social and emotional 1.B.b) Student(s) receive multiples services delivery options based on student interests, abilities, and needs including social and emotional Schools: All Schools	Direct Instruction	01/28/2016	05/31/2018	$0	No Funding Required	GT

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
				Total	$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
				Total	$12000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community Build Capacity	Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring	Professional Learning	08/01/2013	05/30/2016	$10000	Director of Instruction, Instructional Supervisors,
				Total	$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Initiative -Organizer	All schools will develop and utilize a school wide graphic organizer that will guide thinking and development in responding to constructed response items.	Academic Support Program	08/10/2015	05/31/2017	$0	District Instructional Staff School Administrators
Differentiated Strategies	1.B. Grouping for Instruction: 1.B.a) Student(s) grouped for instructional purposes based on student interests, abilities, and needs including social and emotional 1.B.b) Student(s) receive multiples services delivery options based on student interests, abilities, and needs including social and emotional	Direct Instruction	01/28/2016	05/31/2018	$0	GT
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Gap Analysis - Process	School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or RtI Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal.	Policy and Process	08/10/2015	05/31/2018	$0	School administration School level PLC teacher members

Targeted Intervention - School	Teachers will develop student goal setting and prediction sheets, which will be included in their data notebooks. The goal-setting sheets will engage students in their own learning and growth and will allow teachers and students to track student progress in the area of mathematics	Academic Support Program	08/10/2015	05/31/2018	$0	Mathematics Teachers School Administrators District instructional staff
Assessment for Learning - Data Analysis - At Risk	PLCs will review of MAP assessment data in mathematics for special education and at-risk students will be conducted and modifications to instruction will be made based on data results	Academic Support Program	09/30/2015	05/31/2018	$0	Mathematics Teachers School administrators
Teacher Training on Differentiated Strategies	Teachers will be trained on how to utilize appropriate differentiate strategies.	Professional Learning	01/28/2016	05/31/2018	$0	GT Instructional Resource Teacher
Assessment for Learning - Data Analysis	PLC's will analyze formal assessments, informal assessments, MAP data and KPREP data monthly and use information to make instructional changes in the delivery of math content	Academic Support Program	09/30/2015	05/31/2018	$0	District Instructional Staff School Administrators PLC teacher members
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Professional Learning Community - Analysis	District and school level analysis of implementation monitoring plan results and PGES data for the purpose of : Identifying professional learning needs. Evaluating fiscal and human resource needs. Potential shifts in calendars and schedules/ daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	03/01/2015	05/30/2016	$0	Director of Instruction, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Monitoring District Level	The district will conduct walkthroughs using the district walkthrough document. This is to ensure that teachers implement standards based instruction and meet the district criteria for high functioning schools. District staff will provide feedback to principal and leadership teams about the next steps for improving instruction and monitoring student progress.	Policy and Process	08/16/2013	05/31/2017	$0	District Leadership in Instruction and academic support programs
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Close Reading	Teachers will implement close reading strategies	Academic Support Program	08/01/2015	05/31/2018	$0	District Instructional Staff Literacy content teachers School administrators

Professional Learning - Site visits	Content Teachers will participate in Learning walks to observe reading strategies in other classrooms and provide feedback to peer and improve their instructional practices in literacy.	Professional Learning	08/10/2015	05/31/2017	$0	Content literacy teachers School administration
Response to Intervention - School Supoprt	All schools will receive professional learning on the system wide procedure for academic and behavior intervention for tiered interventions and progress monitoring. All schools will develop SBDM policies and guidelines for response to intervention.	Policy and Process	06/01/2016	05/31/2018	$0	District Instructional Staff School Administration SBDM Councils
PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
Response to Intervention - School Level	All schools will develop an RtI plan aligned with district and SBDM policies and procedures. All schools will establish a student achievement team (SAT) to monitor implementation of the plan and procedures. All schools will receive support on effective implementation of an RtI plan.	Policy and Process	09/01/2016	05/31/2018	$0	District Instructional Staff
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator
Targeted Intervention - School Support	District instructional team will implement a tiered system for school support of site visits, dialogue, professional learning and budget decisions centered on the learning environment for all schools and will be individualized based on the level of the school performance. Support actions and artifacts required of each school will be based on the level of performance. All schools will maintain a 30/60/90 Day plan and provide routine progress reports. All schools will maintain a 5 Year Data Picture to have a holistic view of the learning environment and make informed decisions for school improvement.	Academic Support Program	09/15/2015	05/31/2017	$0	District Instructional staff School Administrators

Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Professional Learning Community Build Capacity	Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring	Professional Learning	08/01/2013	05/30/2016	$10000	Director of Instruction, Instructional Supervisors,
Response to Intervention - Math	Teachers will be provided with professional learning opportunities that will focus on differentiated instruction and hands-on intervention strategies that can be used during targeted intervention times with students. Teachers will develop data notebooks, in order to track student progress in the area of Mathematics	Academic Support Program, Professional Learning	08/10/2015	05/31/2018	$10000	District Instructional Staff School Administrators Mathematics Teachers
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator

Curriculum Alignment	Instructional Transformation Teacher Leaders, content specific teacher leaders and district staff will identify essential standards for each grade level, outline units of study to implement these standards and design common unit assessments district wide. ITTLs, School Administrators and School PLC teams will develop grade level, content level unit pacing maps, common formative assessments and instructional plans that align with the district units of study. The process followed will be the district instructional design process.	Policy and Process	08/11/2014	05/31/2017	$15000	District Instructional Supervisors School administration ITTL Leads School Level PLCs
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
				Total	$37000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
Professional Learning Community Build Capacity	Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring	Professional Learning	08/01/2013	05/30/2016	$5000	Director of Instruction, Instructional Supervisors,

Assessment for Learning - Design	District staff will provide professional learning to ITTLs on CASL on the type of assessments that will effectively measure student learning and protocol for analysis to impact instruction. ITTLs will share this learning in the school level PLC. Samples of work will be shared through ITTL meetings. District data storage system will be used to share common formative assessments aligned with district units.	Professional Learning	12/15/2015	05/31/2017	$10000	Department of Instruction Staff School Administrators ITTLs School Level PLC teacher members
Curriculum Alignment	Instructional Transformation Teacher Leaders, content specific teacher leaders and district staff will identify essential standards for each grade level, outline units of study to implement these standards and design common unit assessments district wide. ITTLs, School Administrators and School PLC teams will develop grade level, content level unit pacing maps, common formative assessments and instructional plans that align with the district units of study. The process followed will be the district instructional design process.	Policy and Process	08/11/2014	05/31/2017	$30000	District Instructional Supervisors School administration ITTL Leads School Level PLCs
Assessment for Learning - Data Analysis	ITTLs will provide support for PLC teacher teams to create a progress monitoring system that includes data notebooks. School administrators will engage in data analysis and sharing of work samples through administrator PLC meetings. All teachers will maintain a progress monitoring system that includes state and local student achievement data for students.	Professional Learning	03/01/2016	05/31/2017	$10000	Department of Instruction Staff School leaders Teacher Leaders (ITTLs) Content teacher members
				Total	$65000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Instructional Transformation Teacher Leaders, content specific teacher leaders and district staff will identify essential standards for each grade level, outline units of study to implement these standards and design common unit assessments district wide. ITTLs, School Administrators and School PLC teams will develop grade level, content level unit pacing maps, common formative assessments and instructional plans that align with the district units of study. The process followed will be the district instructional design process.	Policy and Process	08/11/2014	05/31/2017	$45000	District Instructional Supervisors School administration ITTL Leads School Level PLCs
Monitoring District Level	The district will conduct walkthroughs using the district walkthrough document. This is to ensure that teachers implement standards based instruction and meet the district criteria for high functioning schools. District staff will provide feedback to principal and leadership teams about the next steps for improving instruction and monitoring student progress.	Policy and Process	08/16/2013	05/31/2017	$0	District Leadership in Instruction and academic support programs
Professional Learning Community Build Capacity	Refine the district-wide Professional Learning Plan for PPGES and TPGES components and expectations that incorporate leadership PLC(s) around the following: Leadership networks, expectations of PGES Professional Learning communities, Performance Standards as drivers for Professional Growth, Student Growth Goal development, monitoring	Professional Learning	08/01/2013	05/30/2016	$25000	Director of Instruction, Instructional Supervisors,
Professional Learning Community - Analysis	District and school level analysis of implementation monitoring plan results and PGES data for the purpose of : Identifying professional learning needs. Evaluating fiscal and human resource needs. Potential shifts in calendars and schedules/ daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	03/01/2015	05/30/2016	$0	Director of Instruction, Instructional Supervisors

Comprehensive District Improvement Plan

Pike County

Assessment for Learning - Design	District staff will provide professional learning to ITTLs on CASL on the type of assessments that will effectively measure student learning and protocol for analysis to impact instruction. ITTLs will share this learning in the school level PLC. Samples of work will be shared through ITTL meetings. District data storage system will be used to share common formative assessments aligned with district units.	Professional Learning	12/15/2015	05/31/2017	$10000	Department of Instruction Staff School Administrators ITTLs School Level PLC teacher members
Assessment for Learning - Data Analysis	ITTLs will provide support for PLC teacher teams to create a progress monitoring system that includes data notebooks. School administrators will engage in data analysis and sharing of work samples through administrator PLC meetings. All teachers will maintain a progress monitoring system that includes state and local student achievement data for students.	Professional Learning	03/01/2016	05/31/2017	$10000	Department of Instruction Staff School leaders Teacher Leaders (ITTLs) Content teacher members
Targeted Intervention - School Support	District instructional team will implement a tiered system for school support of site visits, dialogue, professional learning and budget decisions centered on the learning environment for all schools and will be individualized based on the level of the school performance. Support actions and artifacts required of each school will be based on the level of performance. All schools will maintain a 30/60/90 Day plan and provide routine progress reports. All schools will maintain a 5 Year Data Picture to have a holistic view of the learning environment and make informed decisions for school improvement.	Academic Support Program	09/15/2015	05/31/2017	$0	District Instructional staff School Administrators
Response to Intervention - School Supoprt	All schools will receive professional learning on the system wide procedure for academic and behavior intervention for tiered interventions and progress monitoring. All schools will develop SBDM policies and guidelines for response to intervention.	Policy and Process	06/01/2016	05/31/2018	$0	District Instructional Staff School Administration SBDM Councils
Response to Intervention - School Level	All schools will develop an RtI plan aligned with district and SBDM policies and procedures. All schools will establish a student achievement team (SAT) to monitor implementation of the plan and procedures. All schools will receive support on effective implementation of an RtI plan.	Policy and Process	09/01/2016	05/31/2018	$0	District Instructional Staff
Literacy Initiative -Organizer	All schools will develop and utilize a school wide graphic organizer that will guide thinking and development in responding to constructed response items.	Academic Support Program	08/10/2015	05/31/2017	$0	District Instructional Staff School Administrators

Gap Analysis - Process	School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or RtI Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal.	Policy and Process	08/10/2015	05/31/2018	$0	School administration School level PLC teacher members
Professional Learning - Site visits	Content Teachers will participate in Learning walks to observe reading strategies in other classrooms and provide feedback to peer and improve their instructional practices in literacy.	Professional Learning	08/10/2015	05/31/2017	$0	Content literacy teachers School administration
Assessment for Learning - Data Analysis - At Risk	PLCs will review of MAP assessment data in mathematics for special education and at-risk students will be conducted and modifications to instruction will be made based on data results	Academic Support Program	09/30/2015	05/31/2018	$0	Mathematics Teachers School administrators
Assessment for Learning - Data Analysis	PLC's will analyze formal assessments, informal assessments, MAP data and KPREP data monthly and use information to make instructional changes in the delivery of math content	Academic Support Program	09/30/2015	05/31/2018	$0	District Instructional Staff School Administrators PLC teacher members
Response to Intervention - Math	Teachers will be provided with professional learning opportunities that will focus on differentiated instruction and hands-on intervention strategies that can be used during targeted intervention times with students. Teachers will develop data notebooks, in order to track student progress in the area of Mathematics	Academic Support Program, Professional Learning	08/10/2015	05/31/2018	$10000	District Instructional Staff School Administrators Mathematics Teachers
Targeted Intervention - School	Teachers will develop student goal setting and prediction sheets, which will be included in their data notebooks. The goal-setting sheets will engage students in their own learning and growth and will allow teachers and students to track student progress in the area of mathematics	Academic Support Program	08/10/2015	05/31/2018	$0	Mathematics Teachers School Administrators District instructional staff
Close Reading	Teachers will implement close reading strategies	Academic Support Program	08/01/2015	05/31/2018	$0	District Instructional Staff Literacy content teachers School administrators

Comprehensive District Improvement Plan

Pike County

Teacher Training on Differentiated Strategies	Teachers will be trained on how to utilize appropriate differentiate strategies.	Professional Learning	01/28/2016	05/31/2018	$0	GT Instructional Resource Teacher
Differentiated Strategies	1.B. Grouping for Instruction: 1.B.a) Student(s) grouped for instructional purposes based on student interests, abilities, and needs including social and emotional 1.B.b) Student(s) receive multiples services delivery options based on student interests, abilities, and needs including social and emotional	Direct Instruction	01/28/2016	05/31/2018	$0	GT
			Total		$100000	

Valley Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Comprehensive District Improvement Plan

Pike County

Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Southside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
				Total	$0	

Shelby Valley High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators

PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal
PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School
Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
				Total	$24000	

Shelby Valley Day Treatment

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Pike County

Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
				Total	$10000	

Pike County Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Pike County

Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators

PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal
PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School
Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
				Total	$24000	

Phelps High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors

Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal
PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals

College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School
Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator

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Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
				Total	$24000	

Phelps Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
				Total	$0	

Phelps Day Treatment

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
				Total	$10000	

Mullins Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff

Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Millard School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Kimper Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors

Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Johns Creek Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals

College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Feds Creek Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators

Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Elkhorn City Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors

Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

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Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

East Ridge High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators

Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal
PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
				Total	**$24000**	

Dorton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Comprehensive District Improvement Plan

Pike County

Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Blackberry Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
				Total	$0	

Bevins Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff

		Total	$0

Belfry Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levlels of Questioning/Instruction	All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0	District Instructional Staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals

Comprehensive District Improvement Plan

Pike County

College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
				Total	$0	

Belfry High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention - College Ready Benchmarks	All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and school teachers
Intervention - Coursework	All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0	School administration and staff
Early College	Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School and Middle School Counselors

Student Achievement Data Analysis	1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option-target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0	High School Supervisor High School PLC teams and administration
Accelerated Courses Middle School	Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0	School administrators
Individual Learning Plans - Middle	Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development.	Career Preparation/Orientation	03/01/2016	05/31/2017	$0	District Instructional Staff School leadership Middle and High School Counselors
Response to Intervention - High School	In terms of both academic and behavioral support programming, develop,implement and refine programs designed for flexibility in student and staff scheduling and creative academic programming to include service/project/problem based learning opportunities in partnership with the community. Create and introduce new alternative paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs such as North Point Academy and tiered intervention system at the High School level.	Academic Support Program	08/10/2015	03/31/2017	$10000	District Instructional Staff High School Administrators
PLC Data Meetings	CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000	CTE Coordinator Instructional Supervisors High School Principal

PLC Data Meetings	CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0	CTE Coordinator Instructional Supervisors High School Principal
PLC Progress Monitoring	CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
PLC Progress Monitoring	CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
Teacher Effectiveness	All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator
Career Pathway Emphasis	A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principals
College and Career Exploration	All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals
Professional Learning - Structure	All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000	CTE Coordinator, Instructional Supervisors
CTE Data Meetings	All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School
Curriculum Assessment and Alignment - CTE	All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator
Teacher Effectiveness - CTE	All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0	CTE Coordinator, Instructional Supervisors, High School Principal
				Total	$24000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	http://www.pike.kyschools.us/Content2/20	1617 SY BOE Members Approval Signatures

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	N/A		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	N/A		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

The Pike County School District will increase the percentage of students who are college and career ready from 70.9% to 81% by May, 2018

Measurable Objective 1:

achieve college and career readiness and increase the percentage of students who are college and career ready from 70.9% to 72% by 05/31/2017 as measured by ACT, COMPASS or KYOTE.

Strategy1:

Curriculum Assessment and Alignment - CTE - Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards.

Category: Learning Systems

Research Cited: CTE Curriculum and Assessment Alignment Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards. Data Wise, Stiggins, Marzano

Activity - CTE Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Activity - Curriculum Assessment and Alignment - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Strategy2:

Teacher Effectiveness - CTE - All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards.

Category: Career Readiness Pathways

Research Cited: CTE Teacher Instructional Development All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards. Dufour; Classroom Assessment for Learning (CASL)

Activity - Professional Learning - Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000 - District Funding	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000 - Career and Technical Education Funds	CTE Coordinator, Instructional Supervisors

Strategy3:

Targeted Intervention - ALL high schools will target students for specific interventions that will ensure that students pass course that enable them to complete their individual track and ensure college and career readiness

Category: Persistance to Graduation

Research Cited:

Activity - Student Achievement Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option- target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0 - No Funding Required	High School Supervisor High School PLC teams and administration

Activity - Intervention - College Ready Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and school teachers

Activity - Intervention - Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and staff

Strategy4:

CTE Career Pathways - Career and Technical Education students will understand and work toward being career ready.

Category: Career Readiness Pathways

Research Cited: CTE Career Pathways Career and Technical Education students will understand and work toward being career ready. Office

of Survey Methods Research (OSMR); Outlook Occupational Handbook

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/ Orientation	08/01/2016	05/31/2018	$0 - No Funding Required	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/ Orientation	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Activity - Career Pathway Emphasis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principals

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Strategy5:

Data Analysis - CTE - Career and Technical Education PLCs will work together to analyze data to improve career readiness

Category: Continuous Improvement

Research Cited: Dufour; Classroom Assessment for Learning (CASL), Data Wise, Stiggins, Marzano

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator Instructional Supervisors High School Principal

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000 - Career and Technical Education Funds	CTE Coordinator Instructional Supervisors High School Principal

Strategy6:

Accelerated Learning - The district will implement innovative, alternate instructional pathways that allow for greater student success for those students who

need an environment that is different from the traditional classroom,therefore more students will be successful in achieving college readiness

goals and will graduate from high school earning an associate degree.

Category: Learning Systems

Research Cited:

Activity - Accelerated Courses Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	School administrators

Activity - Early College	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0 - District Funding	High School Supervisor High School and Middle School Counselors

Goal 2:

The Pike County School District will reduce the total number of students scoring Novice in Reading from 16.5% to 13.3% (elementary); from 20.8% to 18.8% (middle) and from 38% to 30.8% (high school) by May, 2018

Measurable Objective 1:

collaborate to decrease the number of students scoring Novice in Reading from 16.5% to 14.8% (elementary); from 20.8% to 18.8% (middle); and from 38.0% to 34.2% (high school) by 05/31/2017 as measured by KPREP/EOC scores.

Strategy1:

Literacy Initiative - School Level - Students will be able to identify and implement textual evidence.

Category: Learning Systems

Research Cited: Marzano Strategies

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies	Academic Support Program	08/01/2015	05/31/2018	$0 - No Funding Required	District Instructional Staff Literacy content teachers School administrators

Activity - Levlels of Questioning/Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught the four levels of questioning, and how to ask and answer each level of questions.	Academic Support Program	08/10/2015	05/31/2018	$0 - Title I Part A	District Instructional Staff

Strategy2:

Gap Analysis - ALL school PLCS will identify gaps in literacy performance and utilize individual learning plans to monitor impact of literacy instruction on student achievement

Category: Continuous Improvement

Research Cited:

Activity - Gap Analysis - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or RtI Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal.	Policy and Process	08/10/2015	05/31/2018	$0 - No Funding Required	School administration School level PLC teacher members

Strategy3:

Literacy Initiative - Structure - ALL schools will implement graphic organizers that will focus student learning and heighten comprehension and application.

Category: Learning Systems

Research Cited: National Center for Educational Evaluation and Regional Assistance (REL)

Activity - Literacy Initiative -Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will develop and utilize a school wide graphic organizer that will guide thinking and development in responding to constructed response items.	Academic Support Program	08/10/2015	05/31/2017	$0 - No Funding Required	District Instructional Staff School Administrators

Strategy4:

Professional Learning - System - Opportunities for teachers to participate in learning walks to observe/explore various reading strategies and instruction being used in other classrooms

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning - Site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content Teachers will participate in Learning walks to observe reading strategies in other classrooms and provide feedback to peer and improve their instructional practices in literacy.	Professional Learning	08/10/2015	05/31/2017	$0 - No Funding Required	Content literacy teachers School administration

Goal 3:

The Pike County School District will reduce the total number of students scoring Novice in Math from 12.3% to 10% (elementary); from 17.8% to 14.4% (middle) and from 24.8% to 20.1% (high school) by May, 2018.

Measurable Objective 1:

collaborate to decrease the number of Pike County students scoring novice in math from 12.3 % to 11.1% for elementary schools, 17.8% to 16% for middle school students, 24.8% to 22.3% (high school) by 05/31/2017 as measured by KPREP/EOC scores.

Strategy1:

Assessment for Learning - Through continuous school improvement efforts, the district will support schools utilizing on-going assessment data to target students' areas of strength and weakness in Mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Assessment for Learning - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will analyze formal assessments, informal assessments, MAP data and KPREP data monthly and use information to make instructional changes in the delivery of math content	Academic Support Program	09/30/2015	05/31/2018	$0 - No Funding Required	District Instructional Staff School Administrators PLC teacher members

Activity - Assessment for Learning - Data Analysis - At Risk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will review of MAP assessment data in mathematics for special education and at-risk students will be conducted and modifications to instruction will be made based on data results	Academic Support Program	09/30/2015	05/31/2018	$0 - No Funding Required	Mathematics Teachers School administrators

Strategy2:

Targeted Intervention - School - RtI - Differentiated training and support

Category: Professional Learning & Support

Research Cited:

Activity - Response to Intervention - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with professional learning opportunities that will focus on differentiated instruction and hands-on intervention strategies that can be used during targeted intervention times with students. Teachers will develop data notebooks, in order to track student progress in the area of Mathematics	Professional Learning Academic Support Program	08/10/2015	05/31/2018	$10000 - District Funding	District Instructional Staff School Administrators Mathematics Teachers

Activity - Targeted Intervention - School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student goal setting and prediction sheets, which will be included in their data notebooks. The goal-setting sheets will engage students in their own learning and growth and will allow teachers and students to track student progress in the area of mathematics	Academic Support Program	08/10/2015	05/31/2018	$0 - No Funding Required	Mathematics Teachers School Administrators District instructional staff

Goal 4:

The Pike County School District will increase the percentage of students who are identify as GT from 10% to 15% by May, 2018

Measurable Objective 1:

A 10% increase of Gifted and Talented students will demonstrate a proficiency of ninety five percent stanine or above in Mathematics by 05/31/2018 as measured by NWEA MAP .

Strategy1:

Individualized Learning - Use data to plan improvement efforts designed to target individual student needs, interests, and abilities, raise achievement, support student success and increase teacher effectiveness. Identify planned activities to address specific individual and group needs. Evidence should be reflective of Gifted and Talented Goal(s).

Category: Integrated Methods for Learning

Research Cited: Carol Ann Tomlinson

Activity - Differentiated Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.B. Grouping for Instruction: 1.B.a) Student(s) grouped for instructional purposes based on student interests, abilities, and needs including social and emotional 1.B.b) Student(s) receive multiples services delivery options based on student interests, abilities, and needs including social and emotional	Direct Instruction	01/28/2016	05/31/2018	$0 - No Funding Required	GT

Strategy2:

Professional Learning - Structure - GT Techers will utilize differentiated strategies identified in the GSSP to meet student leaning needs.

Category: Learning Systems

Research Cited: Carol Ann Tomlinson

Activity - Teacher Training on Differentiated Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to utilize appropriate differentiate strategies.	Professional Learning	01/28/2016	05/31/2018	$0 - No Funding Required	GT Instructional Resource Teacher

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

The Pike County School District will increase the percentage of students who are college and career ready from 70.9% to 81% by May, 2018

Measurable Objective 1:

achieve college and career readiness and increase the percentage of students who are college and career ready from 70.9% to 72% by 05/31/2017 as measured by ACT, COMPASS or KYOTE.

Comprehensive District Improvement Plan

Pike County

Strategy1:

Targeted Intervention - ALL high schools will target students for specific interventions that will ensure that students pass course that enable

them to complete their individual track and ensure college and career readiness

Category: Persistance to Graduation

Research Cited:

Activity - Student Achievement Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. All school will maintain a Student Tracking System to monitor CCR performance data. Schools will routinely monitor the data to determine if students are on target to meet their performance criteria . School will determine scheduling options for providing targeted interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs the same option- target student need, flexibly group according to points from target).	Policy and Process	08/15/2016	05/31/2018	$0 - No Funding Required	High School Supervisor High School PLC teams and administration

Activity - Intervention - Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will utilize district software as tier 2 intervention to provide onsite credit recovery.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and staff

Activity - Intervention - College Ready Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All High Schools will analyze on students that did not meet benchmark on ACT and design intervention plans to address individual needs for students. District software will be used to supplement and monitoring progress for improvement.	Academic Support Program	08/15/2016	05/31/2018	$0 - District Funding	School administration and school teachers

Strategy2:

Data Analysis - CTE - Career and Technical Education PLCs will work together to analyze data to improve career readiness

Category: Continuous Improvement

Research Cited: Dufour; Classroom Assessment for Learning (CASL), Data Wise, Stiggins, Marzano

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will analyze career readiness data to improve instruction in order to help prepare students to increase career readiness assessment scores	Professional Learning	08/15/2016	05/31/2018	$2000 - Career and Technical Education Funds	CTE Coordinator Instructional Supervisors High School Principal

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Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will utilize district software to collect and analyze student progress toward meeting career readiness standards.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - PLC Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will utilize data analysis to improve career readiness instruction.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator Instructional Supervisors High School Principal

Activity - PLC Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE PLCs will monitor career readiness student growth through formative and common assessments	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Strategy3:

Teacher Effectiveness - CTE - All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards.

Category: Career Readiness Pathways

Research Cited: CTE Teacher Instructional Development All Career and Technical Education teachers will participate in meetings and trainings to integrate instructional strategies that focus on College and Career Ready Standards. Dufour; Classroom Assessment for Learning (CASL)

Activity - Professional Learning - Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be provided release time for student data analysis and updates focusing on career readiness through TEDS, KOSSA, ACT WorkKeys, etc.	Professional Learning	08/01/2016	05/31/2018	$2000 - District Funding	District Assessment Coordinator, CTE Coordinator, Guidance Counselor Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will participate in district, regional and state professional development trainings focusing on career readiness strategies including trainings specific to the career pathways	Professional Learning	08/01/2016	05/31/2018	$10000 - Career and Technical Education Funds	CTE Coordinator, Instructional Supervisors

Strategy4:

CTE Career Pathways - Career and Technical Education students will understand and work toward being career ready.

Category: Career Readiness Pathways

Research Cited: CTE Career Pathways Career and Technical Education students will understand and work toward being career ready. Office of Survey Methods Research (OSMR); Outlook Occupational Handbook

Comprehensive District Improvement Plan

Pike County

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided instruction on Student Individual Learning Plans (ILP) and Gifted Student Service Plan (GSSP) in order that college and career readiness standards are met by all students.	Professional Learning	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle and high schools students will be provided opportunities to explore college and career options through College and Career Fairs, Reality Store, etc.	Career Preparation/ Orientation	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors,, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th and 10th grade students will participate in Operation Preparation to develop an understanding of colleges and careers.	Career Preparation/ Orientation	08/01/2016	05/31/2018	$0 - No Funding Required	Instructional Supervisors, CTE Coordinator, GT Coordinator, Guidance Counselor Coordinator, Middle and High School Principals

Activity - Career Pathway Emphasis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A monitoring system will be implemented for monitoring all students' career pathway courses utilizing Infinite Campus, TEDS, advisor/advisee, individual learning plans (ILP's) and individual career counseling to increase the number of student's attaining preparatory status.	Recruitment and Retention	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principals

Strategy5:

Curriculum Assessment and Alignment - CTE - Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards.

Category: Learning Systems

Research Cited: CTE Curriculum and Assessment Alignment Career and Technical Education program will communicate, promote and evidence through data analysis and classroom monitoring rigorous instructional strategies through curriculum alignment to meet assessment standards. Data Wise, Stiggins, Marzano

Activity - Curriculum Assessment and Alignment - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will align CTE curriculum to KOSSA, Industry Certifications, ACT WorkKeys and Common Core Standards for ELA and Math	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator

Activity - Teacher Effectiveness - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical Education teachers will be monitored on the implementation of the rigorous instructional strategies through walkthroughs, formative assessments and software support data.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	CTE Coordinator, Instructional Supervisors, High School Principal

Activity - CTE Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CTE Teachers will participate in data meetings that communicate state, district and school career ready data results in order to improve student assessment scores.	Academic Support Program	08/01/2016	05/31/2018	$0 - No Funding Required	District Assessment Coordinator, CTE Coordinator, Instructional Supervisor, High School

Strategy6:

Accelerated Learning - The district will implement innovative, alternate instructional pathways that allow for greater student success for those students who

need an environment that is different from the traditional classroom,therefore more students will be successful in achieving college readiness

goals and will graduate from high school earning an associate degree.

Category: Learning Systems

Research Cited:

Activity - Accelerated Courses Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle schools will provide more than one accelerated high school level course work in grades 7th and/or 8th grade to enhance the opportunity to meet college readiness benchmarks and provide alternative paths to academic success. in courses such as: Algebra, Computer Applications, Science, Social Studies and/or Foreign Language.	Direct Instruction	08/15/2016	05/31/2018	$0 - No Funding Required	School administrators

Activity - Early College	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway	Policy and Process	08/15/2016	05/31/2018	$0 - District Funding	High School Supervisor High School and Middle School Counselors

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Pike County Schools is an accredited Southern Association of College and Schools and Advanced Ed school district. The Pike County School District is housed in the rural foothills of the Appalachian Mountains, the county is the eastern most and largest county in the state of Kentucky. Pike County is the home of 21 public educational facilities, administered by the Pike County Board of Education, located at the county seat, in Pikeville, Kentucky. The Pike County School District is comprised of 3 K-5 elementary schools, 1 K-6 elementary school, 8 K-8 elementary schools, 1 middle school, 4 (9-12) High Schools, 1 (7-12) High school, 2 day treatment centers, and 1 alternative learning academy. It is also affiliated with, and is an integral part of two Ky. Tech. Vocational education facilities, the University of Pikeville, Big Sandy Community and Technical College, Morehead State University. This higher education partnership provides our high school students with accessibility to blended learning opportunities, dual credit options and other advance learning options.

Pike County Schools is also a partner district with the Kentucky Valley Educational Co-operative (KVEC)/Appalachian Renaissance Initiative (ARI).   Our association with KVEC/ARI, creates networking opportunities, training and advancement using innovative methods among our school administrators and teacher leaders. Our principals are also participating in a training with the National Institute for School Leadership to enhance their understandings of visionary and strategic leadership practices.

Our pupil enrollment is among the largest in the state. While overall in the last several years Pike County has experienced reductions in student enrollment, the district is starting to realize a stabilization of the reduction in enrollments. This decrease is due to the economic decline of the coal industry and an increase number of students selecting home school options. Our community is gradually transforming and adjusting to the decline in the coal industry. Simultaneously our decreased enrollment has impacted our staffing numbers in our schools. While some schools are experiencing an increase in enrollment due to the schools proximity to larger populated areas.   In these areas, we have seen an increase in students enrolling in our district from neighboring districts.   In response to these enrollment concerns Pike County Schools' leaders have chosen to explore initiatives that will address shared leadership and provide rigorous and innovative ideas to educate our youth. Below, is a year-by-year look at the student enrollment data for Pike County in the past years:

Pike County Student Enrollment Total for: 2011-12 SY   9,490
Pike County Student Enrollment Total for: 2012-13 SY   9,304
Pike County Student Enrollment Total for: 2013-14 SY   9,184
Pike County Student Enrollment Total for: 2014-15 SY   8,887
Pike County Student Enrollment Total for: 2015-16 SY   8,993
Pike County Student Enrollment Total to date: 2016-2017 SY 8,856

System's Purpose

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

Our district leaders, school leadership teams, administrative staff and students contributed to the work in defining our mission. Our mission is to provide a collaborative environment that will define a culture of high expectations and build leadership capacity to enhance teacher effectiveness and improve student achievement. Our three keys to academic excellence (culture of high expectations, systems of learning and teacher/leader effectiveness) rooted in data analysis guides all improvement efforts.

We believe all students can grow academically and socially in our schools. Our system leaders are learning to work together to address the needs of the whole child. We are in the early stages of building a true professional learning community that will make a significant impact on district and school improvement efforts using data to drive decision making.

Our high schools use data to make determinations around staffing needs and designing of academic programs and scheduling. District staff and school administrators work closely with Higher Education institutions and career readiness partners to provide advance opportunities for our students based on student needs.

Our elementary and middle school programs use student achievement data to determine scheduling needs, intervention programs and acceleration programs. District staff and school administrators use multiple resources from the areas of Gifted and Talented, Technology and Title 1 to increase opportunities for our students. Our Title I parent involvement program has created a new focus on creating partnerships with parents as result of parent surveys.

The district leadership team, which includes all principals and district support staff, meet monthly to collaborate and incorporate professional learning opportunities that can be shared within each building across the district. Additionally, each school in the district is visited by a District Instructional staff member monthly that provides authentic feedback on instructional issues based upon district focus areas. This method is currently being used to emphasis consistent practices, provide a common language and encourage collaboration among schools.

Notable Achievements and Areas of Improvement

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

The initial actions our district has taken to define the three keys and to build a collaborative culture has already yielded significant gains in our state accountability results. We are a Proficient school district. Pike County Schools improved in our overall percentile ranking from the 18th percentile to the 77th percentile. Our college and career readiness scores have increased from 31% college and career ready in 2010 to 70.9% college and career ready in 2016. In addition, our graduation rate of 94.8% exceeds the state average for the 4 year cohort rate.

Among the most notable achievement of our 2016 KPREP results are:

Increase in number of school receiving highest levels of classifications and rewards:

27 testing configurations

o 12 Elementary 3-5

o 10 Middle 6-8

o 5 High School 9-12

In 2012,

 O Distinguished Schools

 3 Proficient Schools

 23 Needs Improvement

 2 Needs Improvement/Focus Schools

In 2016,

- 19 Distinguished Schools

- 6 Proficient Schools

- 2 Needs Improvement

- 12 Schools of Distinction

- 2 High Performing Schools

- 7 High Progressing Schools

- 3 Focus Schools

District overall classification is Distinguished Progressing and achievement is trending upward.

Significant increase in achievement at

- Phelps ES and Blackberry ES

- Valley Middle and Millard Middle

- Phelps High

Gap:

Trending upward in performance of non-duplicated gap students are performing at proficient or distinguished level in reading and math

- 7.6% increase 115 ES students

- 9.3% 132 MS

- 4.3%   20 HS

Growth Data - Reading and Math

 ES increased 10.5% (128 students)

 MS increased 4.3% (79 students)

Area to improve - Novice Reduction Targets

 12 out of 27 met 100% of NR targets

Pike County has received grant opportunities to support and enhance our work. Grant work is determined based on a criteria that will provide us the support we need to continue and enhance our current work on establishing rigorous lesson design elements in literacy and mathematics, enhance professional learning and build leadership capacity.

We were the largest district that piloted the use of non-traditional instructional days during inclement weather days, we feel we can provide leadership in the state for anytime and anywhere learning. This involvement provided a rationale and purpose to exploring the blended learning opportunities, increase use of project based activities and alternatives to traditional learning methods. We are one of the largest districts implementing this innovative approach to continuing instruction when schools are closed.

The school district continues to focus on improvement efforts to establishing clear systems district-wide and structures that support high academic achievement. These areas include professional learning communities, shared leadership through school leadership teams, assessment literacy, standards based instructional practices, data analysis and progress monitoring of student learning.

Additional Information

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

Facilities and Resources

Our district has been undergoing several new construction projects offering state of the art educational facilities for our students and staff. We offer safe and secure environments for learning to occur. Currently, construction projects are active at the following locations: New Millard School construction, Southside Elementary School renovation and addition, Elkhorn City Elementary renovation, and Mullins School cafeteria addition.

Technology

Technology has become a central medium to allow us to met our needs academically. We are in the process of updating our workstations and improving our bandwidth. We responded to the TELL KY survey results indicating a need for improvement in accessibility and speed. Our technology department collaborates with school leaders in meeting their infrastructure needs. In addition, there is ongoing collaboration with our instructional department in providing resources to meet the needs of our students.

College Readiness

The Pike County School System has partnered with Big Sandy Community & Technical College (BSCTC -Pikeville Campus) to offer a dual credit system that will allow Pike County high school students the opportunity to graduate with both a high school diploma and an associate's degree from the college. This partnership is known as the Pike County Schools Early College Academy.
This new program offers a dual credit system that allows Pike County School System students to attend classes on the BSCTC Pikeville Campus. Focusing on high school juniors, this two-year dual credit program is allowing twenty-five (25) Pike County School System students the opportunity to obtain dual credit for.

Teacher Development

(1)Pike County Schools currently utilizes a Teacher Mentorship Program. Mentoring is used as a systematic and collaborative way of providing insight, guidance, and consistent feedback that promotes positive professional growth and heightened effectiveness for their teachers

This program is designed to identify teachers within the district, based on an area of need for that individual teacher and chosen by the administration, to be paired with an effective Mentor Teacher for guided improvement within their selected area(s) for improvement. Mentor teachers are highly effective teachers that serve as mentors to a collaborating teacher by
providing insight, guidance, and consistent feedback in a way that promotes positive professional growth and heightened effectiveness. A collaborative support network, born through the mentoring process, will provide instructional resources through observation, feedback and guided instructional practice. Networks will develop that are: collaborating teacher to mentor teacher, principal-to-principal, and school-to-school.

The mentorship program is driven by teacher coaching which provides individual teachers with one-to-one assistance working on identified instructional needs. It is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. The sole intent of coaching is to improve instructional practice and/or classroom competencies.

(2)Though a collaborative effort with the University of Pikeville, graduate level courses are now offered for a Master's in Teacher Leadership Program in Pike County. Classes began in August 2015. These classes count for Rank II as a first master's degree OR a Rank I and second master's degree. The program requires 31 hours, has a blended delivery method of onsite courses offered at the Pike County Board of Education and some online classes. The focus of the program is research-based, best practices. Participants use their own classroom, school, and district data for a variety of course activities. One of the main goals is to support and align the curriculum with the various initiatives going on in the Pike County Schools district.

Instructional Leadership Development

Over the next three years, we will continue to build leadership capacity grounded in the three keys for academic excellence. We will create a district culture that values, appreciates and encourages educational opportunities for students, teachers and administrators. We will establish an environment of support that encourages a structure for learning that includes adequate financial resources and personnel to effectively provide quality facilities and challenging learning opportunities for all students.

Our board of education , district leadership, school leadership, teachers, parents and students believe that Pike County is moving in the right direction as we continue to "Preparing Incredible Kids Every Day'.