

Pike County Schools

2019-2022



Comprehensive District Improvement Plan CDIP

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

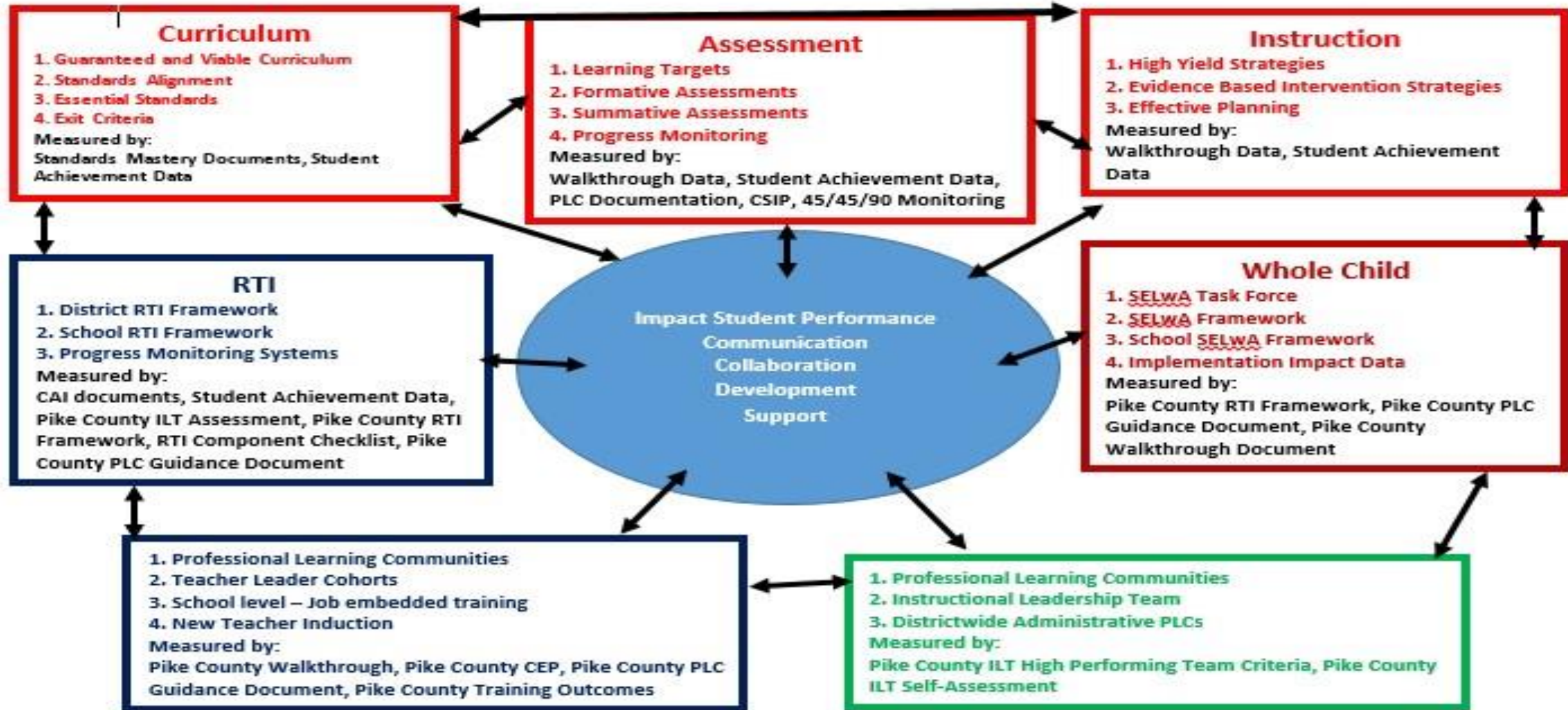
Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Comprehensive District Improvement Plan Pike County Schools Transforming Student Achievement for All

Strategy Map



Pike County Specific Terms Abbreviation Guide

1. **CAI – Curriculum, Assessment and Instruction** – District level and school level system of learning – This system must clearly identify what the standards and content students should know, how we know if the students demonstrates the standards successfully, what we do when they demonstrate prior knowledge and mastery, as well as when they do not demonstrate knowledge. Additional, this system included structures and supports pedagogical knowledge and high yield strategies.
2. **DOI Team – Department of Instruction Team** – District level office - Members of the Department of Instruction, including the roles of Chief Academic Officer (CAO), Supervisor of Instruction, Innovation Coordinator, District Assessment Coordinator, Career and Technical Education Coordinator, Gifted and Talented Coordinator, Gifted and Talented Resource Teacher.
3. **ILT – Instructional Leadership Teams** – School Level teams that consist of teacher leaders and school administrators. The ILT is the lead professional learning community that develops school-based educational procedures, and ensuring that resources are aligned to implement School Based Decision Making (SBDM) policies. ILTs assist in the monitoring, evaluation and assessment of a school's educational programs and their effects on student achievement.
4. **PDSA – Plan – Do – Study – Act** - Four stage model for using data to implement an improvement initiative by developing a plan (Plan), carrying out the plan (Do), observing and learning from the results through data (Study), and determining what modifications should be made to the plan (Act) based on the data.
5. **PLC – Professional Learning Community** - Group of educators that meet regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Guided by a mutually accountable goal.
6. **RTI – Response to Intervention** - a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom. Pike County’s intervention model also includes components for enrichment and extension of learning.
7. **TSA – Tiered Support Administrator** – District level administrator assigned to provide individualized support to school level leadership. Role of TSA is to improve clarity of communication; enhance efficiency and effectiveness; provide individualized services; support professional growth and continuous improvement initiatives that support student achievement through support in systematic processes and systems.

Goal 1: Proficiency

By May 2022, Pike County Schools will increase students scoring combined proficiency in reading and math from **57.05%** to **62.9% (ES)**; from **59.25%** to **64.8% (MS)** and **31.6% to 40.9% (HS)**:

- Mathematics from 52.4 % to 58.9 % (ES); 52.0 % to 58.5 % (MS); and 24.4 % to 34.7 % (HS);
- Reading from 61.7 % to 66.9 % (ES); 66.5 % to 71.1 % (MS); and 38.8 % to 47.1 % (HS)

Objectives	Strategy	Activities to deploy strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date	Funding
<p>Objective 1: Mathematics By May, 2022, <u>Pike County Schools</u> will increase students scoring proficient/distinguished in Mathematics from 52.4% to 54.6% (ES); 52% to 54.2% and (MS); 24.4% to 27.8% (HS) as measured by the state assessment.</p>	<p>KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in <u>professional learning communities (PLCs)</u> to ensure all teachers participate in regularly scheduled curriculum PLC meetings to review alignment between standards, learning targets and assessment measures.</p>	<p>ILT Training (Summit/Workshops) All School Instructional Leadership teams (ILT) will participate in district led summits annually with a targeted focus on the Pike County systems of educator effectiveness, professional learning communities (PLC), high-performing leadership teams (ILT), response to intervention (Rtl) and standards based instruction and assessment (CAI)</p>	<p>DOI Team - CAO ILT Agenda/Minutes Student Achievement Data</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of: <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year </p>	<p>\$20,000.00 District PD Funds</p>
		<p>PLC Training – Global PD All Pike County administrators will provide Global PD individualized support in one of the three primary elements of the system CAI: (1) standards alignment with learning target; (2) assessment design and/or (3) assessment analysis</p>	<p>DOI Team - TSA TSA data PD reports</p>		<p>\$125/educator District PD Funds</p>
		<p>Teacher Leader Training K-12 English/Language Arts and Math Teacher leaders representing each area will revise the Pike County Standards Master Document with the revised Kentucky Core Academic Standard in ELA and Math.</p>	<p>DOI Team – Teacher training coordinator Standards Mastery Document</p>		<p>\$10,000.00 Substitutes</p>
		<p>Learning Walks All Pike County administrators will engage in at least one peer learning walk. Focused on the implementation of standards based instruction and assessments. Districtwide trends will be analyzed to inform practices and needs twice a year within district level meetings.</p>	<p>DOI Team - TSA Walkthrough Data Educator Effectiveness Data</p>		<p>-0-</p>
<p>Objective 2: Reading By May, 2022, <u>Pike County Schools</u> will increase students scoring proficient/distinguished in: Reading from 61.7% to 63.4% (ES); 66.5% to 68.0% (MS); 38.8% to 41.6% (HS) as measured by the state assessment.</p>		<p>ILT Dialogue Meeting All Pike County School Instructional Leadership Teams will participate in individual district meetings to analyze and on the review of standards alignment and progress monitoring of student achievement</p>	<p>DOI Team - CAO ILT Agenda Self-reflections Student data analysis</p>		<p>School funds substitutes for ILT teacher members</p>

		<p>Virtual Professional Learning for Administrators and Staff Professional Development will be provided to administrators and staff on current COVID guidelines, as well as, asynchronous and synchronous learning.</p>	<p>DOI Team – TSA Virtual Trainings Agendas TSA data</p>		<p>CARES/ESSER 90,000.00</p>
		<p>Remote Access 1:1 Technology hardware, software, and remote access will be provided for Pike County students.</p>	<p>Technology Department Student Achievement Data TSA Data</p>		<p>CARES/ESSER 1,375,519.06</p>
		<p>Extended Learning Students will be provided daytime and after school tutoring services to ensure all students have the opportunity to reach proficiency. Summer school or summer camps may also be provided. Additional textbooks/textbook software will be purchased to ensure that all students are given an opportunity of instruction.</p>	<p>DOI Team –TSA ILT Agendas Loss of Learning Plans TSA Data</p>		<p>CARES/ESSER 450,000.00</p>

Goal 2: Separate Academic Indicator – By May 2022, increase the percentage of all students scoring proficient/distinguished in
(ELEMENTARY) Science from **37.8% to 46.3%**; Social Studies from **67.9% to 72.3%** and Writing from **51.6% to 58.2%**
(MIDDLE) Science from **28.1% to 37.9%**; Social Studies from **61.3% to 66.6%** and Writing from **37.9% to 46.4%**
(HIGH SCHOOL) Science from **24.6% to 34.9%**; Writing (Grades 11) from **61.0% to 66.3%**

Objective	Strategy	Activities to Deploy Strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Writing By May, 2022, Pike County Schools will increase students scoring proficient/distinguished in Writing 51.6% to 53.8% (ES); 37.9% to 40.7% (MS); 61% to 62.8% (HS) as measured by the state assessment.	KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in <u>professional learning communities (PLCs)</u> to ensure all teachers participate in regularly scheduled curriculum PLC meetings to review alignment between standards, learning targets and assessment measures.	Educator Effectiveness (Professional Learning) K-12 Writing Teacher Leaders (TL) received content specific writing strategy training for the three types of writing (writing to learn, writing to demonstrate learning, and writing for publication) within the three modes of writing (opinion/argument, informational/explanatory, narrative)	DOI Team – Teacher Coordinator Professional Learning budget/plan TL feedback	School Level 45/45/90 Day Plan One week following submission school progress monitoring. Conclusion of: <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	GEARUP Funds \$3,000.00
		CAI (District Writing Plan) TL writing cohort will establish district writing document that minimally states: measures of effective implementation for three types of writing, frequency of writing, modes of writing, rubric and monitoring tools.	DOI Team – Teacher Coordinator District Writing Document		Title I: \$5,000.00
		ILT – (School Writing Plan) Each school will develop schoolwide writing plans approved by the SBDM that minimally demonstrates cross curriculum integration of routine writing task. Frequent assessment and analysis of writing task within the three types of writing.	School Principal PK-12 SBDM Writing Policy SBDM approved Writing Plan PLC Minutes PD Agendas Student Writing Data		District PD Funds \$2,000.00
		PLC (PDSA – Writing) Continuous review and analysis of the implementation of the school writing plan, monitoring of student learning and improvement.			School Funded

<p>Objective 2: Science By May, 2022, <u>Pike County Schools</u> will increase students scoring proficient/distinguished in Science 37.8% to 40.6% (ES); 28.1% to 31.4% (MS); 24.6% to 28.0% (HS) as measured by the state assessment.</p>	<p>KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in <u>professional learning communities (PLCs)</u> to ensure all teachers participate in regularly scheduled curriculum PLC meetings to review alignment between standards, learning targets and assessment measures.</p>	<p>Professional Learning Community Collaborative PLC for STEM Design team to design the professional learning for the STEM Teacher leader cohort</p>	<p>DOI Team – STEM Coordinator STEM Implementation Framework Participation records</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>Title IV Part A \$31,000.00</p>
		<p>Educator Effectiveness (Professional Learning) K-12 Science Teacher Leaders (TL) build capacity of district and teacher leaders in the development and implementation of STEM activities into classroom activities. TL leads implementation and support within the school level. TL leads in school Science PLCs reflection and analysis of student learning within the school environment.</p>	<p>DOI Team – STEM Coordinator TL feedback Walkthrough data Science PLC minutes PDSA processes.</p>		
		<p>Educator Effectiveness (Resources) Acquire evidence based professional materials and information to increase knowledge in the four specific disciplines, science, technology, engineering and mathematics in an interdisciplinary and best practices for classroom implementation</p>	<p>DOI Team – STEM Coordinator Log of purchases TL Feedback PLC minutes Walkthrough data</p>		
<p>Objective 3: Social Studies By May, 2022, <u>Pike County Schools</u> will increase students scoring proficient/distinguished in Social Studies 67.9% to 69.4% (ES); 61.3% to 63.1% (MS) as measured by the state assessment. (HS) will be measured by the state assessment.</p>	<p>KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in <u>professional learning communities (PLCs)</u> to ensure all teachers participate in regularly scheduled curriculum PLC meetings to review alignment between standards, learning</p>	<p>Professional Learning Community Collaborative PLC for Social Studies Design team to design the professional learning for the Social Studies Teacher leader cohort</p>	<p>DOI Team – STEM Coordinator STEM Implementation Framework Participation records</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>Title IV Part A \$31,000.00</p>
		<p>Educator Effectiveness (Professional Learning) K-12 Social Studies Teacher Leaders (TL) build capacity of district and teacher leaders in the development and implementation of Social Studies activities into classroom activities. TL leads implementation and support within the school level. TL leads in school Social Studies PLCs reflection and analysis of student learning within the school environment.</p>	<p>DOI Team – STEM Coordinator TL feedback Walkthrough data Science PLC minutes PDSA processes.</p>		

	<p>targets and assessment measures.</p>	<p><u>Educator Effectiveness (Resources)</u> Acquire evidence based professional materials and information to increase knowledge in the specific discipline in an interdisciplinary and best practices for classroom implementation of social studies standards.</p>	<p><u>DOI Team – STEM Coordinator</u> Log of purchases TL Feedback PLC minutes Walkthrough data</p>		
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Goal 3: Growth

By May, 2022, increase the Growth Indicator from 54.4 to 61.4 (ES); from 50.6 to 57.6 (MS).

Objective	Strategy	Activities to deploy strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May, 2022, increase reading growth index from <u>53.9</u> to <u>56.3</u> (ES); from <u>55.9</u> to <u>58.3</u>(MS).</p>	<p>KCWP 5 <u>Design, align, Deliver Support Processes.</u></p> <p><u>All ELA and Math PLCs</u> will collaborate to ensure formative, interim, summative assessments and universal screener data is used appropriately to determine tiered interventions.</p>	<p><u>RTI – (Analysis of Student Work)</u> School level PLCs will analyze student work and achievement data to determine gaps in learning and address these gaps through Tier 1 instruction or Rtl Tier 2. Data analysis will determine changes to instructional practices, goal setting and monitoring student progress toward achieving the goal.</p>	<p><u>ILT</u> RTI Plan Data analysis protocols Student achievement results</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>-0-</p>
<p>Objective 2: By May, 2022, increase mathematics growth index from <u>54.6</u> to <u>56.9</u> (ES); from <u>45.3</u> to <u>47.6</u> (MS).</p>					

Goal 4: GAP - By May 2022, Increase the Economically Disadvantaged students, while also focusing on students with Disability (IEPs), scoring proficient/distinguished

Economically Disadvantaged

- Math from **46.7%** to **54.0%** (ES); **45.3%** to **52.8%** (MS) and **16.6%** to **28.0%** (HS)
- Reading from **57.1%** to **63.0%** (ES); **62.2%** to **67.4%** (MS) and **31.0%** to **40.4%** (HS)
- Writing from **47.9%** to **55.0%** (ES); **32.2%** to **41.4%** (MS); **54.6%** to **60.8%** (HS).

IEP

- Math from **45.3%** to **52.8%** (ES); **39.9%** to **48.1%** (MS) and **4.6%** to **17.6%** (HS)
- Reading from **55.3%** to **61.4%** (ES); **51.4%** to **58.0%** (MS) and **13.3%** to **25.1%** (HS)
- Writing from **28.8%** to **38.5%** (ES); **9.9%** to **22.2%** (MS); **14.5%** to **26.2%** (HS)

Objective	Strategy	Activities to deploy strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Math By May, 2022, Pike County Schools will increase the targeted gap groups reaching proficient/distinguished in Mathematics, as measured by the state assessment, from:</p> <p><u>Economically Disadvantaged</u> 46.7% to 49.1% (ES); 45.3% to 47.8% (MS); and 16.6% to 20.4% (HS)</p> <p><u>IEP</u> 45.3% to 47.8% (ES); 39.9% to 42.6% (MS) and 4.6% to 8.9% (HS)</p>	<p><u>KCWP 2</u> <u>Design and Deliver Instruction</u> All Pike County Instructional Leadership Teams will <u>implement, monitor and evaluate the RTI process</u> that includes standards based instruction, progress monitoring measures, and determination of tiered supports.</p>	<p><u>Instructional Leadership Teams</u> All schools will receive professional learning on the system wide procedure for academic and behavior intervention for tiered interventions and progress monitoring. All ILT will be responsible for training full staff on system wide procedures for academic and behavior interventions. All schools will develop SBDM policies and guidelines for response to intervention.</p>	<p><u>DOI Team – CAO/TSA</u> ILT Agenda/Minutes Student Achievement Data</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>\$16,000.00 PD Funds</p>
		<p><u>RTI (Implementation of Plans)</u> All schools will implement individual district aligned Rtl plans, including supporting SBDM policies and procedures. All instructional leadership teams (ILT) will monitor the effectiveness of the plan and students rate of improvement. All schools will implement the PDSA process in analysis of the student achievement data.</p>	<p><u>DOI Team - TSA</u> RTI Plan SBDM Policies ILT minutes TSA Site Visits Evaluation</p>		<p>-0-</p>
		<p><u>Educator Effectiveness (Learning Leaders Professional Growth)</u> The DOI Team will facilitate/coordinate learning activities for administrators utilizing <i>Taking Action: A Handbook for RTI at Work</i> (Buffum, Mattos, Malone 2017) research Global PD resources to lead the implementation of high quality aligned system of instruction.</p>	<p><u>DOI Team-TSA</u> Walkthrough data Reflection Student Achievement Data</p>		<p>PD funds \$1,000.00</p>
		<p><u>CAI (High Quality – Aligned Systems of Instruction)</u> Administrative PLCs will conduct action research (evidence based interventions) within their schools using the systems design conceptual framework for teaching and learning for sustain school improvement.</p>	<p><u>DOI Team – CAO/TSA</u> Admin PLC Action Learning Project Results</p>		<p>School level funding</p>

<p>Objective 2: Reading By May, 2022, Pike County Schools will increase the targeted gap groups reaching proficient/distinguished in Reading, as measured by the state assessment, from:</p> <p>Economically Disadvantaged 57.1% to 59.1% (ES); 62.2% to 63.9% (MS) and 31.0% to 34.1% (HS)</p> <p>IEP 55.3% to 57.3% (ES); 51.4% to 53.6% (MS) and 13.3% to 17.2% (HS)</p> <p>Objective 3: Writing By May, 2022, Pike County Schools will increase the targeted gap groups reaching proficient/distinguished in Writing, as measured by state assessment, from:</p> <p>Economically Disadvantaged 47.9% to 50.3% (ES); 32.2% to 35.3% (MS); and 54.6% to 56.7% (HS)</p> <p>IEP 28.8% to 32.0% (ES); 9.9% to 14.0% (MS) and 14.5% to 18.4% (HS)</p>		<p>Virtual Professional Learning for Administrators and Staff Professional Development will be provided to administrators and staff on current COVID guidelines, as well as, asynchronous and synchronous learning.</p>	<p>DOI Team – TSA Virtual Trainings Agendas TSA data</p>		<p>CARES/ESSER 90,000.00</p>
		<p>Remote Access 1:1 Technology hardware, software, and remote access will be provided for Pike County students.</p>	<p>Technology Department Student Achievement Data TSA Data</p>		<p>CARES/ESSER 1,375,519.06</p>
		<p>Extended Learning Students will be provided daytime and after school tutoring services to ensure all students have the opportunity to reach proficiency. Summer school or summer camps may also be provided. Additional textbooks/textbook software will be purchased to ensure that all students are given an opportunity of instruction.</p>	<p>DOI Team –TSA ILT Agendas Loss of Learning Plans TSA Data</p>		<p>CARES/ESSER 450,000.00</p>

Goal 5: Transition Readiness

By May, 2022, Pike County Schools will increase the percent of academic ready students from 40.0% to 100% and the percent of career ready students from 41.9% to 100%.

Increase the percentage of non-duplicated students who are Academic and Career Ready from 40.95% to 100%.

Objective	Strategy	Activities to deploy strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May, 2022, increase academic readiness from <u>40.0%</u> to <u>60%</u>. (this may be duplicated students)</p> <p>Objective 2: By May, 2022, increase career readiness from <u>41.9%</u> to <u>61.3%</u>. (this may be duplicated students)</p>	<p>KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in professional learning communities (PLCs) to ensure curriculum is taught at a high level, adjustments are made based upon student need and courses are monitored for effectiveness in increasing student performance.</p>	<p>PLC Training – Global PD All Pike County administrators will provided Global PD individualized support in one of the three focus areas of (1) standards alignment with learning target; (2) assessment design and/or (3) assessment analysis</p>	<p>DOI Team - TSA ILT Agenda/Minutes Student Achievement Data</p>	<p>School Level 45/45/90 Day Plan</p>	<p>\$12,000.00 PD Funds</p>
		<p>Educator Effectiveness (Teacher Leader Professional Learning) Teacher cohort training in Math and Literacy</p>	<p>DOI Team – Teacher Coordinator Training Plan Effectiveness Data</p>	<p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>\$28,000.00 GEARUP \$8,000.00 District and School PD Funds</p>
		<p>Educator Effectiveness (Learning Walks) All Pike County administrators will engage in at least one peer learning walk. Focused on the implementation of standards based instruction and assessments.</p>	<p>DOI Team - TSA Walkthrough data Professional learning plans</p>		<p>-0-</p>
		<p>ILT Dialogue Meeting All Pike County School Instructional Leadership Teams will participate in individual district meetings to analyze and on the review of standards alignment and progress monitoring of student achievement</p>	<p>TSA ILT Agenda Self-reflections Student data analysis</p>	<p>\$10,000.00 School PD Funds</p>	
		<p>CAI (Course offerings) Middle schools will provide opportunities for accelerated high school level course work in grades 7th and/or 8th grade and provide alternative paths to academic success.</p>	<p>Principal – 7-8 grades Master Schedule Alternative programs</p>	<p>School DAF, Title I or PD funds</p>	
		<p>CAI (Balanced Assessment System) College Content (Core) and Career (CTE) PLCs will analyze readiness assessment data through formative, summative and district benchmark assessments data using district data analysis process (PDSA)</p>	<p>Principal - 6-12 grades PDSA protocols PLC minutes Student data</p>		

Goal 6: Graduation Rate –

By May, 2022 increase the graduation rate from 95.4% to 98.4%, as measured by the 4-Year Cohort Graduation Rate and from 96.2% to 99.2%, as measured by the 5-Year Cohort Graduation Rate.

Objective	Strategy	Activities to deploy strategy	Person(s) Responsible Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May, 2022, increase the graduation rate from <u>95.4%</u> to <u>96.4%</u>, as measured by the 4-Year Cohort Graduation Rate.</p> <p>Objective 2: By May, 2022, increase the graduation rate from <u>96.2%</u> to <u>97.2%</u>, as measured by the 5-Year Cohort Graduation Rate.</p>	<p>KCWP 1: Design and Deploy Standards All Pike County Instructional Leadership Teams will participate in <u>professional learning communities (PLCs)</u> to ensure all teachers participate in regularly scheduled curriculum PLC meetings to review alignment between standards, learning targets and assessment measures.</p>	<p>CAI – RTI (Individual Learning Plans) Beginning in middle school, provide all students and their parents with career pathway information related to their ILPs to support career and academic advisement</p>	<p>School Principal 6-12 Completed ILPs</p>	<p>School Level 45/45/90 Day Plan</p> <p>One week following submission school progress monitoring.</p> <p>Conclusion of:</p> <ul style="list-style-type: none"> • First of 45 Days • Second 45 Days • Mid-Point next 90 days • End of Year 	<p>GEARUP Funding \$30,000.00</p> <p>School Level Funding</p>
		<p>RTI – (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.</p>	<p>School Principal PK-12 Master Schedule Career Pathways Academic Pathways Alternate learning projects</p>		<p>CARES/ESSER 450,000.00</p>
		<p>Extended Learning Students will be provided daytime and after school tutoring services to ensure all students have the opportunity to reach proficiency. Summer school or summer camps may also be provided. Additional textbooks/textbook software will be purchased to ensure that all students are given an opportunity of instruction.</p>	<p>DOI Team –TSA ILT Agendas Loss of Learning Plans TSA Data</p>		

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: No Schools in our district are classified as TSI/ATSI; however we do provide a tiered support system for all schools in our district. (See attachment)