



## Pikeville Independent Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

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

#### Priorities/Concerns from Needs Assessment for Districts

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

PES: Two of our greatest concerns for Pikeville Elementary include increasing our proficiency in the area of science, as well as increasing the overall proficiency and growth among our GAP groups. Another concern is to improve the climate and safety of our school.

PHS: Two of our greatest concerns for Pikeville High include increasing our proficiency in the area of science, as well as increasing the overall proficiency and growth among our GAP groups. Another concern is to improve the climate and safety of our school.

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

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

<p>PES: Pikeville Elementary School will focus efforts upon clear RTI processes for differentiation among tier groups, as well as active progress monitoring to assess academic development and identify strengths and weaknesses so that instruction can be determined accordingly. We will also focus efforts upon aligning our instruction in tier 1 science classes to the NGSS standards.</p>
<p>PHS: Pikeville High School will focus efforts on clear RTI processes for differentiation among tier groups, and active progress monitoring to assess academic development and identify strengths and weaknesses so that instruction can be determined accordingly. We will also focus efforts on aligning our instruction in tier 1 science classes to the NGSS standards.</p>

**Indicator Scores**

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

Indicator	Status - ES/MS/HS	Change
State Assessment Results in reading and mathematics	85.8/78.9/91	+1.5/-3.6/-2.9
State Assessment Results in science, social studies and writing	84.5/78.8/90	+3.5/+1.2/+8
English Learner Progress	-	-
Quality of School Climate and Safety	79.6/67/65.3	+1.5/-3.6/-1.7
Postsecondary Readiness (high schools and districts only)	102.9	+7.8
Graduation Rate (high schools and districts only)	88.9	-3

**Explanations/Directions**

<p><b>Goal:</b> Districts should determine long-term goals that are three- to five- year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

**1: State Assessment Results in reading and mathematics**

Goal 1 (State your reading and math goal.):

-Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.

-Pikeville High will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA for middle (reading from 66% to 82.9%, math from 70% to 78.8%) and high school (reading from 76% to 82.9%, math from 81% to 85%) students in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Fundi
<p><u>Objective 1</u> Collaborate to increase the overall number scoring proficient and distinguished for Pikeville Independent Schools: <u>PES reading from 66% to 69.1% and math from 65% to 68.9% by May 2024 as measured by state assessment.</u></p>	<ul style="list-style-type: none"> <li>• Review, Analyze, and Apply Data</li> <li>• Design and Deliver Instruction</li> <li>• Design, Align, and Deliver Support</li> </ul>	<ul style="list-style-type: none"> <li>• The principals will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly regarding CSIP plan along with concerns and needs.</li> </ul>	School Improvement	SBDM Minutes & Board Agenda	None
<p>Collaborate to increase the overall number scoring proficient and distinguished in reading and math for Pikeville Independent Middle and High Schools. <u>PJHS in reading 66% to 70.2% and in math 70% to 72.2%; and for PHS in reading 76% to 77.7% and in math 81% to 82% by May 2024 as measured by state assessment.</u></p>		<ul style="list-style-type: none"> <li>• Administrators will meet with teacher teams following each benchmark assessment to identify targeted (gap) students. Increased awareness allows teachers to be more intentional with targeting ALL students.</li> <li>• They will work towards a goal of 80% proficiency in reading and math.</li> <li>• They will incorporate differentiation in core instruction and consistently monitor the growth of all students.</li> </ul>	Benchmark Assessment Data and Improved Performance of GAP Students	Meeting Agenda/ Benchmark Reports/ End of each 9 weeks	General Fund for assessments

		<ul style="list-style-type: none"> <li>• All grade levels, K-11, will administer a universal reading and math screening assessment 3 times per year (fall, winter, and spring).</li> <li>• Students in K-11 will take Renaissance Place screener in reading to determine student Lexile levels to help select appropriate reading material and math to determine the measure of students' math level.</li> <li>• Students will be progress monitored by STAR CBM or STAR Custom.</li> </ul>	Benchmark Assessment	Benchmark Reports	SBDM/General Fund for assessments
		<ul style="list-style-type: none"> <li>• K-3 teachers will develop and implement a reading improvement plan needing intervention (25th percentile and below).</li> <li>• K-3 teachers will send Read at Home plans for all students with a reading improvement plan.</li> <li>• Literacy Plan developed to outline tier 1, tier 2, and tier 3 instruction and progress monitoring.</li> </ul>	Benchmark Assessment Data	Reports	General Funding
		<ul style="list-style-type: none"> <li>• Benchmark data reports will be reported to the school SBDM council following the completion of Benchmark testing.</li> </ul>	Benchmark Assessment Data	SBDM Minutes	None

		<ul style="list-style-type: none"> <li>• Middle School math/reading lab and regular content teachers will meet at the end of every semester to monitor student progress and make RTI placement decisions.</li> </ul>	<p>Student improved grades</p>	<p>End of 9 Weeks</p>	<p>SBDM/General Fund for assessments</p>
		<ul style="list-style-type: none"> <li>• Vertical team meetings will be conducted by content area and/or grade level team meetings as needed.</li> </ul>	<p>Faculty/Staff Surveys</p>	<p>Meeting Agenda</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>• The district will purchase high-quality instructional resources to ensure students have quality resources that are aligned with current standards.</li> </ul>	<p>Resources Purchased</p>	<p>Meeting Agenda/PD on resources</p>	<p>Title I Part A and General</p>

	<ul style="list-style-type: none"> <li>• Review, Analyze, and Apply Data</li> <li>• Design and Deliver Instruction</li> <li>• Design, Align, and Deliver Support</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be provided professional learning opportunities, as needed, that are offered through our educational cooperatives, as well as other opportunities that may arise outside our educational cooperatives. After these opportunities, teachers will share relevant information with co-workers in a scheduled PD session.</li> <li>• Teachers will be able to individualize up to 6 hours of PD (Flex) as approved by the administration. This will be monitored through Google Classroom.</li> </ul>	Professional Development; PD Documentation	PD Agenda	Title I Part A, Title II Part A, Title V, and General
		<ul style="list-style-type: none"> <li>• Planned release time will be provided, as needed, for teachers to meet regarding data analysis, professional learning, or other needs determined by the administration.</li> </ul>	Agenda	Agenda	Title I Part A
		<ul style="list-style-type: none"> <li>• Teachers will focus on instructional core content targets of instruction daily and display the targets in their classrooms for all subject areas K-3 and content-specific subject areas 4th-12th.</li> </ul>	Lesson Plans/Walk through documentation	Visible Targets Posted in classrooms	None
		<ul style="list-style-type: none"> <li>• All middle and high school math teachers will work to</li> </ul>	Observations	Observations	None

		improves student use of the DESMOS online calculator.			
		<ul style="list-style-type: none"> <li>Intervention classes for middle school and high school students will be available in reading and math.</li> </ul>	Improved scoring on teacher assessments.	Read 180 reports, progress monitoring	General and Special Education
		<ul style="list-style-type: none"> <li>Reading interventionists will be employed for additional classroom support in our primary grades.</li> </ul>	Improved scores	Screening reports	General, ESSER, and Title I Part A
		<ul style="list-style-type: none"> <li>Teachers will incorporate technology resources each week while vertically aligning instruction to required Kentucky</li> </ul> <p><b>Technology Standards</b></p> <ul style="list-style-type: none"> <li>Students will be exposed to technology on a greater scale with the employment of a full-time technology teacher at PES.</li> </ul>	Lesson plans	Visible in classrooms and observations	General fund salary of teacher



		<ul style="list-style-type: none"> <li>• Continue to implement digital resources to reinforce instruction to increase academic performance.</li> <li>• Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.</li> <li>• Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.</li> <li>• Subject level groups will meet K-12 to discuss software currently available regarding topics such as usage, needs to be met/not met, etc.</li> </ul>	<p>Improved scores</p>	<p>Screening reports</p>	<p>General, ESSER, Title I Part A</p>
		<ul style="list-style-type: none"> <li>• Some teachers in grades K-5 are participating in the LETRS Professional Learning opportunity through KDE to increase reading outcomes for elementary students by providing high-quality, job embedded professional learning about how students learn to read.</li> </ul>	<p>Increase in reading skills for students</p>	<p>Reading Class Implementation of LETRS skills</p>	<p>None (KDE provided)</p>

		<ul style="list-style-type: none"> <li>• Learning Studios will be piloted in various classrooms at the elementary and high school to provide for different learning modalities (Technology, future ready, individual, small group instruction).</li> </ul>	Increase in number of academic skills for students	Classroom Implementation & Screening Reports	None
		<ul style="list-style-type: none"> <li>• Teachers at each school are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen that</li> </ul>	Increase in number of academic skills for students	Classroom Implementation & Screening Reports	Deeper Learning Grant & WEP Grant

		<p>connection of teacher strategies and student learning.</p> <ul style="list-style-type: none"> <li>• KAGAN coaching for teacher leaders during 23-24 school year and all faculty during 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Administrators will provide walk-through insights and communicate to faculty periodically.</li> </ul>	Observations	Observations	None

		<p>Digital Learning Coaches will:</p> <ul style="list-style-type: none"> <li>• assess the needs of teachers and offer collaborative planning with teachers to integrate technology into lesson plans and to help eliminate any concerns or challenges</li> <li>• Offer professional learning to teachers on the latest trends and tools in digital education</li> <li>• Create a resource website of digital resources and tools to be accessed by teachers</li> <li>• involve students in collaboration efforts to understand their preferences and needs</li> <li>• Celebrate successes and recognize successful implementations of digital learning in classrooms.</li> </ul>	<p>Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC.</p>	<p>Classroom Implementation and screening reports</p>	<p>WEP Grant</p>
--	--	--	---	---	------------------

2: State Assessment Results in science, social studies and writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>-Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.</p> <p>-Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for middle school (science 36% to 66%, social studies 68% to 83.1%, and combined writing 75% to 82%) and high school (science 24% to 60.8%, social studies to 80% to 88%, combined writing 86% to 92%) students by 2027.</p>					
<p><b>Objective</b></p>	<p><b>Strategy</b></p>	<p><b>Activities</b></p>	<p><b>Measure of Success</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Funding</b></p>

<p><b>Objective 1</b> Collaborate to increase the overall number scoring proficient and distinguished in science, social studies, and writing for Pikeville Independent Schools: <u>PES science 49% to 54%, social studies 66% to 68.7%, and combined writing 79% to 81.5% by May 2024 as measured by state assessment.</u></p> <p>Collaborate to increase the overall number scoring proficient and distinguished in science, social studies, and writing for Pikeville Independent Schools: <u>PJHS science 36% to 43.5%, social studies 68% to 71.8%, and combined writing 75% to 76.8% and for PHS in science 24% to 33.2%, social studies 80% to 82%, and combined writing 86% to 87.5% by May 2024 as measured by state assessment.</u></p>	<ul style="list-style-type: none"> <li>• Review, Analyze, and Apply Data</li> <li>• Design and Deliver Instruction</li> <li>• Design, Align, and Deliver Support</li> </ul>	<ul style="list-style-type: none"> <li>• The principal will give two "I and I" (Implementation and Impact) checks to the school Council and Board of Education yearly regarding CSIP plan along with concerns and needs.</li> </ul>	School Improvement	SBDM Minutes & Board Agenda	None
		<ul style="list-style-type: none"> <li>• Administrators will meet with teacher teams following each benchmark assessment for science in the fall, winter, and spring to identify targeted (gap) students in science 3rd-8th.</li> <li>• They will work towards a goal of 80% proficiency science for ALL students.</li> <li>• They will incorporate differentiation in core instruction and consistently monitor the growth of all students.</li> <li>• Science benchmark data reports will be reported to SBDM Council.</li> </ul>	Benchmark Assessment Data	Meeting Agenda/ Benchmark Reports	General Fund for assessments

		<ul style="list-style-type: none"> <li>• Vertical team meetings will be conducted by content area and/or grade level team meetings as needed.</li> </ul>	Faculty/Staff Surveys	Meeting Agendas	None
--	--	--	-----------------------	-----------------	------

<ul style="list-style-type: none"> <li>• The district will purchase high quality instructional resources to ensure students have quality resources that are aligned to current standards.</li> </ul>	<p>Resources Purchased</p>	<p>Meeting Agenda/PD on resources</p>	<p>Title I Part A and General</p>
<ul style="list-style-type: none"> <li>• Teachers will be provided professional learning opportunities, as needed, that are offered through our educational cooperatives, as well as other opportunities that may arise outside our educational cooperatives. After these opportunities, teachers will share relevant information with co-workers in a scheduled PD session.</li> <li>• Teachers will have the opportunity to individualize up to 6 hours of PD (Flex) as approved by administration. This will be monitored through Google Classroom.</li> </ul>	<p>Professional Development; PD Documentation</p>	<p>PD Agenda</p>	<p>Title I Part A, Title II Part A, Title V, and General</p>
<ul style="list-style-type: none"> <li>• Planned release time will be provided, as needed, for teachers to meet regarding data analysis, professional learning, or other needs determined by administration.</li> </ul>	<p>Agenda</p>	<p>Agendas</p>	<p>Title I Part A</p>

		<ul style="list-style-type: none"> <li>Teachers will focus on instructional core content targets of instruction daily and display the targets in their classrooms for all subject areas K-3 and content specific subject areas 4th-12th.</li> </ul>	Lesson Plans/Walk through documentation	Visible Targets Posted in classrooms	None
		<ul style="list-style-type: none"> <li>Teachers will incorporate technology resources into their instruction each week while vertically aligning instruction to required Kentucky Technology Standards.</li> <li>Students will be exposed to technology on a greater scale with the help of continuing a full-time technology teacher at PES.</li> </ul>	Lesson plans	Visible in classrooms and observations	General fund salary of teacher
		<ul style="list-style-type: none"> <li>Continue to implement digital resources to reinforce instruction to increase academic performance.</li> <li>Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.</li> </ul>	Improved scores	Screening reports	General, ESSER, Title I Part A

		<ul style="list-style-type: none"> <li>Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.</li> <li>Subject level groups will meet K-12 to discuss software currently available regarding topics such as usage, needs being met/not met, etc.</li> </ul>			
		<ul style="list-style-type: none"> <li>Continue to update &amp; follow the revised K-12 Writing Plan and be intentional about writing in the curriculum.</li> <li>Writing team composed of teachers, school administrators, and district administrators.</li> <li>Writing team will meet periodically to score on demand writings to assist with timely feedback to students.</li> <li>Writing team will meet in grade bands to ensure implementation of the writing plan.</li> <li>Writing strategies implemented across curriculum (Do-What and STRAP writing strategies).</li> </ul>	Improved On-Demand Writing Scores	On-Demand Writing Scoring at least 3 times per year.	None
			Improved writing skills for our students	Writing Team Meetings	Title II Part A for Subs

		<ul style="list-style-type: none"> <li>• Social Studies Teachers will collaborate with school &amp; district administration to align assessment and lessons with the new accountability system.</li> </ul>	<p>Improved Social Studies scores and vertical alignment</p>	<p>Social Studies Team Meetings</p>	<p>Title II Part A for Subs</p>
		<ul style="list-style-type: none"> <li>• Updated Science Policy and K 12 Science Plan established which is aligned to NGSS.</li> <li>• Science Team established composed of teachers and administrators (school and district).</li> </ul>	<p>Vertically Aligned Completed Plan</p>	<p>Lessons used in classroom, science plan, science team meetings</p>	<p>Title II Part A for Subs</p>
		<ul style="list-style-type: none"> <li>• Use funds from the NSF (National Science Foundation) Grant to support all fields of science and engineering for STEAM related activities in content areas. This includes focus of programs such as Project Lead the Way, Coding, and STEAM Lending Library Resources.</li> </ul>	<p>Increased teacher knowledge around NGSS Standards and increased Science Assessment Scores</p>	<p>Lesson plans/Admin observations</p>	<p>Grant</p>



		<ul style="list-style-type: none"> <li>National Science Foundation-funded partnerships with Digital Promise will help support cross-curricular integration of STEM-related PBL &amp; Deeper Learning opportunities over the next three years. 5th-8th grade teachers will have the option to participate in the Drawing on Kinship Heritage-based Problem-Based Learning Design Institute the next three years as provided by National Science Foundation funding through the Digital Promise partnership.</li> </ul>	<p>Increased teacher knowledge around the NGSS standards and increased science assessment scores</p>	<p>Lesson Plans/Admin Observations</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>ACE Navigator (Individual Learning Plans – ILP) for 6<sup>th</sup> – 8<sup>th</sup> grade students and ACE for 9<sup>th</sup>-12<sup>th</sup> grade students.</li> </ul>	<p>Student ILP</p>	<p>Student ILP</p>	<p>ESSER</p>
		<ul style="list-style-type: none"> <li>Blended Learning Studios will be piloted in various classrooms K-12 to provide for different learning modalities (technology, future ready, individual, small group instruction).</li> </ul>	<p>Increase in number of academic skills for students</p>	<p>Classes and lessons</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>Teachers are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen that connection of teacher strategies and student learning.</li> </ul>	<p>Increase in number of academic skills for students</p>	<p>Classes and lessons</p>	<p>Deeper Learning Grant</p>

		<ul style="list-style-type: none"> <li>• KAGAN coaching for teacher leaders during 23-24 school year and all faculty during 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.</li> </ul>	Increase in number of academic skills for students	Classes and lessons	WEP Grant
		<p>Digital Learning Coaches will:</p> <ul style="list-style-type: none"> <li>• assess the needs of teachers and offer collaborative planning with teachers to integrate technology into lesson plans and to help eliminate any concerns or challenges</li> <li>• Offer professional learning to teachers on the latest trends and tools in digital education</li> <li>• Create a resource website of digital resources and tools to be accessed by teachers</li> <li>• involve students in collaboration efforts to understand their preferences and needs</li> <li>• Celebrate successes and recognize successful implementations of digital learning in classrooms.</li> </ul>	Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC.	Classroom Implementation and screening reports	WEP Grant
		<ul style="list-style-type: none"> <li>• PHS science department will continue the Project Lead the Way pathway for Engineering.</li> </ul>	Schedule, students enrolled in course	Observations, lessons, schedule	Stan Pigman and district covering additional cost

		<ul style="list-style-type: none"> <li>• Engineering and Earth Science standards are being fully incorporated into the three core science courses at PHS.</li> </ul>	Curriculum Maps	Observations, lessons	None
--	--	--	-----------------	-----------------------	------

		<ul style="list-style-type: none"> <li>• Cross curricular units/activities will be used in various grade levels.</li> </ul>	<p>Improved understanding of content and class grades</p>	<p>Lesson Plans, observations, walk throughs</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>• Administrators will provide walk-through insights and communication to faculty periodically.</li> </ul>	<p>Observations</p>	<p>Observations</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>• According to funding, Summer Program may be offered to continue learning opportunities.</li> </ul>	<p>Increase in number of academic skills for students</p>	<p>Classes and lessons</p>	<p>ESSER</p>

**3: Achievement Gap**

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Set specific and measurable targets to bridge learning gaps.</p> <p><b>Objective 2</b> Offer supports to help students reach content proficiency to increase scores for all students in the gap groups in all content areas.</p> <p><b>Objective 3</b> Regularly assess the progress of students to adjust instruction to increase scores in all content areas.</p>	<ul style="list-style-type: none"> <li>• Review, Analyze and Apply Data</li> <li>• Design and Deliver Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• All grade levels, K-11, will administer a universal screening assessment 3 times per year (fall, winter, and spring).</li> <li>• Students in K-11th grade will take Renaissance Place screener in reading to determine student Lexile levels to help select appropriate reading material. and math to determine the measure of students' math level.</li> <li>• 3<sup>rd</sup>-8<sup>th</sup> grades will administer a universal MAP screening assessment 3 times per year for science (fall, winter, and spring).</li> </ul>	<p>Benchmark Assessment Data</p>	<p>Benchmark Reports</p>	<p>General funding</p>

		<ul style="list-style-type: none"><li>• Continue to implement digital resources to reinforce instruction to increase academic performance.</li><li>• Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.</li></ul>	Improved scores	Screening reports	General funding and Title I Part A
--	--	---	-----------------	-------------------	------------------------------------

		<ul style="list-style-type: none"><li>• Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.</li><li>• Subject level groups will meet K-12 to discuss software currently available regarding topics such as usage, needs being met/not met, etc.</li></ul>			
--	--	---	--	--	--

		<ul style="list-style-type: none"> <li>• Administrators will meet with teacher teams (including special educators) following each benchmark assessment to identify targeted (gap) students.</li> <li>• They will work towards establishing remediation strategies to reach the goal of 80% proficiency in reading, math, and science.</li> <li>• They will incorporate differentiation into core instruction, assessment, and intervention strategies while monitoring ALL student growth consistently (MTSS).</li> </ul>	<p>Benchmark Assessment Data</p>	<p>Meeting Agenda/Benchmark Reports</p>	<p>General Fund for assessments</p>
		<ul style="list-style-type: none"> <li>• Targeted students will be progress monitored on the following schedule: Tier 2- at least once every two weeks. Tier 3 - Once every week.</li> </ul>	<p>Progress Monitoring Reports</p>	<p>Progress Monitoring reports</p>	<p>None</p>

		<ul style="list-style-type: none"> <li>• Progress monitoring data will be used to differentiate instructional plans and to adjust student intervention groupings.</li> </ul>	<p>Differentiated lesson plans</p>	<p>Lesson Plans</p>	<p>None</p>
--	--	--	------------------------------------	---------------------	-------------

<ul style="list-style-type: none"> <li>• Through vertical team meetings, common language among content areas will be developed that will allow a more uniform approach throughout the school district.</li> </ul>	<p>More consistency</p>	<p>Vertical Alignment Meetings to discuss</p>	<p>None</p>
<ul style="list-style-type: none"> <li>• Collaboration will be increased among regular and special educators to help with expected integration of reading, math, science, writing, and social studies standards.</li> </ul>	<p>Improved test scores &amp; classroom assignment grades</p>	<p>Lesson plans/Walkthroughs</p>	<p>None</p>
<ul style="list-style-type: none"> <li>• The Family Resource Center will conduct Family Nights in various academic engagement throughout the school year at PES.</li> </ul>	<p>Sign in sheets</p>	<p>Surveys and sign in sheets</p>	<p>Title I Part A and Family Resource</p>
<ul style="list-style-type: none"> <li>• The school district will continue our Panther PBIS program - "WE ARE PIKEVILLE"</li> </ul>	<p>Improved behavior by monitoring IC for behavior reporting</p>	<p>Fewer discipline referrals</p>	<p>None</p>
<ul style="list-style-type: none"> <li>• ESS at the elementary school will target GAP population and will provide help during the school day.</li> <li>• ESS at the middle and high school will target our GAP population two sessions weekly for homework help (providing after school transportation).</li> </ul>	<p>Attendance of ESS, grades, and observations</p>	<p>ESS and General</p>	<p>ESS</p>

		<ul style="list-style-type: none"> <li>Exit criteria for each grade level at PES will be reviewed to identify learning gaps and help differentiate to get students on grade level.</li> </ul>	Improved class scores and benchmark scores	Exit Criteria met/Parent Meetings	ESSER
--	--	---	--	-----------------------------------	-------

		<ul style="list-style-type: none"> <li>Develop rigorous and achievable goals that close achievement gaps and support the unique strengths and needs of the student. For disability related need(s), the IEP team will develop rigorous and achievable goals that are designed to close the student's achievement gaps in academic achievement and functional expectations. A goal may address more than one disability-related need and all goals ensure alignment among baseline, level of attainment, and progress monitoring.</li> </ul>	IEPs	IEPs and conferences	None
		<ul style="list-style-type: none"> <li>Middle and high school intervention courses for reading and math will be provided for targeted students to increase proficiency rates.</li> </ul>	Improved grades and scores	Classes and lessons	None



		<ul style="list-style-type: none"> <li>District leadership will facilitate faculty/staff collaboration focused across student subgroups/levels/schools to identify key transition points</li> </ul>	Successful transitions	Progress monitoring	None
--	--	---	------------------------	---------------------	------

		and facilitate vertical teaming to aid in successful transition for each student.			
		<ul style="list-style-type: none"> <li>Continue to update K-12 Writing Plan</li> <li>Do-What, STRAP writing tools implemented across curriculum</li> <li>Writing team will meet in grade bands to ensure implementation of the writing plan.</li> </ul>	Improved writing skills for our students. Vertically aligned plan; Improved writing scores	Professional Development, lessons, writing samples; writing plan	None
		<ul style="list-style-type: none"> <li>PHS will utilize the Edmentum Program throughout the school year to help students pass classes they have failed. This will provide them the opportunity to regain lost credits.</li> </ul>	Increase number of students passing failed courses	Edmentum Reports, monitoring grades	ESSER

		<ul style="list-style-type: none"> <li>District will work to implement a flexible professional development component for a limited portion of the 24 hours required. Teachers will need to have prior approval of both the building Principal/Assistant Principal or the Professional Development Coordinator before hours can be applied.</li> </ul>	Improved Kentucky IMPACT survey results for PD	Documentation of PD	None
		<ul style="list-style-type: none"> <li>Differentiated learning through the use of data analysis and classroom observations.</li> </ul>	Increase in number of academic skills for students	Classes and Lessons	None
		<ul style="list-style-type: none"> <li>Jobs for America's Graduates (JAG) program initiated at PHS</li> </ul>	Increase in post-secondary readiness and/or careers	Observations, Lessons	Grant & General Fund
		<ul style="list-style-type: none"> <li>ACE Navigator (Middle) &amp; ACE (High) ILP's for 7<sup>th</sup>-12<sup>th</sup> grade students</li> </ul>	Post-Secondary Readiness	ILPs	General
		<ul style="list-style-type: none"> <li>Administrators will provide walk-through insights and communication to faculty periodically.</li> </ul>	Observations	Observations	None
		<ul style="list-style-type: none"> <li>According to funding a Summer Program may be offered to continue learning opportunities.</li> </ul>	Increase in number of academic skills for students	Summer classes and lessons	ESSER

**4: English Learner Progress**

Goal 4 (State your English learner goal.): Our English Learners will have an increase of 0.5 overall proficiency level on their yearly EL state assessment (WIDA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Develop basic language skills, including reading, writing, speaking, and listening.</p> <p><b>Objective 2</b> Encourage engagement through age-appropriate literature to enhance language acquisition.</p>	<ul style="list-style-type: none"> <li>• Design and Deliver Instruction</li> <li>• Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Use targeted EL applications (example: Rosetta Stone) for translation</li> </ul>	Improved English Language Understanding	Classes, Lessons, WIDA Assessment	General/ ESSER
		<ul style="list-style-type: none"> <li>• Full English Immersion classrooms are used to expose EL students to the English language.</li> </ul>	Improved English Language Understanding	Classes, Lessons, WIDA Assessment	None
		<ul style="list-style-type: none"> <li>• Labels will be used around the classroom (including both home language + English language) of common items such as garbage can, pencil sharpener, etc.</li> </ul>	Improved English Language Understanding	Classroom Observation	Title I

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): Increase our Quality of School Climate and Safety indicator to at least 95% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Promote a positive environment where students feel included, safe, and respected.</p> <p><b>Objective 2</b> Implement the promotion of positive behavior and establish clear student expectations.</p> <p><b>Objective 3</b> Students feel comfortable stating opinions in class even if others disagree.</p> <p><b>Objective 4</b> Students respect each other's differences (i.e., gender, culture, race, religion, ability).</p> <p><b>Objective 5</b> Internet bullying will NOT be a problem for students at PHS.</p>	<ul style="list-style-type: none"> <li>Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>Partner with a psychologist to work within our school to invest in the social and emotional needs of our students and educators.</li> </ul>	<p>Similar questions within sessions for evaluation of program</p>	<p>Questionnaire</p>	<p>ESSER</p>
		<ul style="list-style-type: none"> <li>Partner with Mountain Comprehensive Care to work within our school to invest in the social and emotional needs of students.</li> </ul>	<p>Questioning within sessions</p>	<p>Wellness Meetings</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>Teachers will incorporate various types of SEL activities within their lessons (such as talk circles and morning meetings).</li> </ul>	<p>Observation</p>	<p>Lesson Plans</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>Suicide awareness training (6<sup>th</sup>-12<sup>th</sup>) completed each school year.</li> </ul>	<p>Observation</p>	<p>Observation</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>Incorporate character education into classroom instruction (Such as check in/out, DARE, PRIDE) – School Counselor working with teachers.</li> </ul>	<p>Observation</p>	<p>Lesson Plans</p>	<p>None</p>

		<ul style="list-style-type: none"> <li>• PRIDE Committee will meet to analyze the QSC reports in relation to school improvement.</li> </ul>	Implementations made from analyzations	Meeting Agenda	None
		<ul style="list-style-type: none"> <li>• Incorporate clubs and organizations at PHS that promote community service and social emotional development.</li> </ul>	Participation	Meeting Notes	None
		<ul style="list-style-type: none"> <li>• Plan mental health first aid training</li> </ul>	Participation	Wellness Meetings	None
		<ul style="list-style-type: none"> <li>• Implement District Trauma Informed Education Plan</li> </ul>	Trauma-Informed PD	Trauma-Informed Plan	None
		<ul style="list-style-type: none"> <li>• Bullying App for middle and high school with anonymous identification of potential bullying (meeting planned to update app)</li> </ul>	App Reports	App Reports	Title IV

		<p>Incorporate Leader in Me in PES by adopting the principles and practices of the program by doing the following:</p> <ul style="list-style-type: none"> <li>• Educate on LIM concepts and 7 habits</li> <li>• Assess how LIM can align with our school goals</li> <li>• Train staff to ensure understanding of effectively implementing the program and on the resources available online</li> <li>• Integrate principles into teaching curriculum in all classes (K-6th) by teaching leadership habits and incorporating related activities</li> <li>• Incorporate an environment where everyone feels empowered to contribute and take on leadership roles</li> <li>• Regularly assess LIM program by getting frequent feedback from teachers and students</li> </ul> <p>Involve parents and community to create a holistic approach</p>	<p>Teacher/Student Feedback &amp; Surveys</p>	<p>Observations of implementation of LIM habits, roles/responsibilities, mission statements</p>	<p>WEP Grant</p>
		<p>Community School Grant personnel will provide the following opportunities:</p> <ul style="list-style-type: none"> <li>• Students and families will be offered an Empowered Academy discussing awareness and prevention of online safety and bullying</li> <li>• Educators will be provided training from Kentucky Center for School Safety on maintaining a safe and orderly learning environment for all students that include preventing the victimization of students through cyberbullying</li> </ul>	<p>Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC.</p>	<p>Classroom Implementation and screening reports</p>	<p>WEP Grant</p>

**6: Postsecondary Readiness**

Goal 6 (State your postsecondary goal.): Increase our Indicator Score for Postsecondary Readiness to 106.9% of our total class population by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Focus on career and technical education and training, as well as college course offerings.</p> <p><b>Objective 2</b> Focus on strong study habits, a well-rounded skill set, and education to employment opportunities.</p>	<ul style="list-style-type: none"> <li>• Design, Align, and Deliver Support</li> <li>• Design and Deploy Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Transition services including vocational rehabilitation services and higher education opportunities for students with disabilities.</li> </ul>	<p>Students transition to other opportunities</p>	<p>Meetings</p>	<p>State funding</p>
		<ul style="list-style-type: none"> <li>• Co-teaching/Coaching for new math teachers</li> </ul>	<p>Increased Professional Learning for Teachers</p>	<p>Units of Content &amp; Assessments; Student success</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>• The district will provide students the opportunity for ACT workshop for grades 9 thru 12. Along with progress monitoring for grades 7-8.</li> </ul>	<p>Increased scores</p>	<p>Data Analysis</p>	<p>ESS and General fund</p>
		<ul style="list-style-type: none"> <li>• Technology upgrades will be provided as funding allows, this includes computers and calculators.</li> </ul>	<p>More computer access for students</p>	<p>Technology plan</p>	<p>General, Title V, and other</p>

		<ul style="list-style-type: none"> <li>The school has a Learning Management System (LMS) so teachers have a digital platform to help them have a user friendly environment to enable teachers to work with students or communicate with parents. Currently using Schoology or Google Classroom.</li> </ul>	Usage reports of LMS	Usage reports of LMS	General
		<ul style="list-style-type: none"> <li>Students who do not meet benchmark on ACT will be provided interventions and support.</li> </ul>	Scores	Interventions	ESS
		<ul style="list-style-type: none"> <li>Work toward increased opportunities for dual and articulated credit through CTE</li> </ul>	More dual credit and CTE programs	Analyze student data	None

		programs (i.e., the statewide dual credit agreement with KCTCS)			
		<ul style="list-style-type: none"> <li>Teachers will participate in vertical alignment activities as needed (elementary, middle, and high).</li> </ul>	Increased collaboration	Meetings	None
		<ul style="list-style-type: none"> <li>Continue to monitor and update writing plan as needed (at both schools).</li> </ul>	Increased scores	Team meetings	None



		<ul style="list-style-type: none"> <li>Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.</li> </ul>	Improved writing skill for our students	Team meetings	Title II Part A for subs
		<ul style="list-style-type: none"> <li>Juniors and seniors are provided opportunities to attend college fairs to be exposed to post-secondary options</li> </ul>	Students going to a post-secondary option	ILPs	General
		<ul style="list-style-type: none"> <li>A college readiness screener test will be given to students beginning in the 8<sup>th</sup> grade year.</li> </ul>	Improved scores on college readiness screener	Observations, review of scores	General
		<ul style="list-style-type: none"> <li>Provide workshop opportunities for students to take and be successful on advanced placement exams.</li> </ul>	Improved Scores and Post-Secondary Readiness	Observation, review of scores	ESS
		<ul style="list-style-type: none"> <li>Offer Post-secondary readiness testing to juniors and seniors.</li> </ul>	Post-Secondary Readiness & Dual Credit	Observation, review of scores	ESS
		<ul style="list-style-type: none"> <li>ACE Navigator (Middle) &amp; ACE (High) ILP's for 7<sup>th</sup>-12<sup>th</sup> grade students</li> </ul>	Post-Secondary Readiness	ILPs	General
		<ul style="list-style-type: none"> <li>Jobs for America's Graduates (JAG) program initiated at PHS</li> </ul>	Increase in post secondary readiness and/or careers	Observations, Lessons	Grant & General Fund

**7: Graduation Rate**

Goal 7 (State your graduation rate goal.): Increase our Graduation Rate to 96% of our total class population by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Collaborate with stakeholders to reach the 4-year cohort graduation rate of 88-90% by 05/30/2024 as measured by graduation formula.</p>	<ul style="list-style-type: none"> <li>Establishing Learning Culture and Environment</li> <li>Design, Align and Deliver Support</li> </ul>	<ul style="list-style-type: none"> <li>The district's Youth Service Center will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.</li> </ul>	<p>Analysis of survey results</p>	<p>Wellness meeting</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at risk. School administration/teachers will council with students identified.</li> </ul>	<p>Decrease of dropouts</p>	<p>Use of Persistence to Graduation Tool</p>	<p>None</p>
		<ul style="list-style-type: none"> <li>All student populations not passing a course with a 50% or higher will have the option of completing credit recovery bringing grade up to a 60%.</li> </ul>	<p>Fewer students failing</p>	<p>Credit Recovery</p>	<p>General fund, ESS</p>
		<ul style="list-style-type: none"> <li>ESS tutoring will be offered and determined by teachers and administration.</li> </ul>	<p>Participation</p>	<p>Interventions recorded in Infinite Campus</p>	<p>ESS funding</p>

		<ul style="list-style-type: none"><li>• District will purchase an ACT program to target all students to improve scores.</li></ul>	Improved ACT scores	Monitoring of scores	General, ESS, other source
--	--	---	---------------------	----------------------	----------------------------