Pikeville High Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. No separate Schoolwide Program Plan is required.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - 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
- The required goals for high schools include the following:
    - 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 school 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 Schools

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

> 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 School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics - Middle School	75.1	-4.9
State Assessment Results in reading and mathematics - High School	88.1	-2.9
State Assessment Results in science, social studies and writing - Middle School	75.2	-1.2
State Assessment Results in science, social studies and writing - High School	68.2	-6.9
English Learner Progress	-	-
Quality of School Climate and Safety - Middle School	66.5	-1.8
Quality of School Climate and Safety - High School	71.0	+2.0
Postsecondary Readiness (high schools and districts only)	91.7	-1.7
Graduation Rate (high schools and districts only)	90.7	-0.6

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Schools 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.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.	

Goal 1 (State your reading and math goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA for middle (reading from 55% to 75%, math from 65% to 79%) and high school (reading from 74% to 81%, math from 73% to 81%) students in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate with stakeholders to increase the overall number of students scoring proficient and distinguished for Pikeville Independent Schools: PJHS in reading 55% to 59% and in math 75% to 77.8%: and for PHS in reading 74% to 75.4% and in math 73% to 75.6% by May 2025 as measured by state assessment.	Review, Analyze, and Apply Data Design, Align, and Deliver Support Processes	• 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.	Improved Benchmark Performance	Fall, Winter, Spring Benchmark Reports	WEP Grant, SBDM/General Fund for assessments
		• All teachers have listings of identified students not meeting benchmarks (such as KSA, STAR, Mastery Prep, ACT, TruScore). Increased awareness helps teachers to target students.	Improved performance of students not meeting benchmark	Fall, Winter, Spring (As tests are administered)	SBDM/General Fund for assessments
		• The district will purchase high-quality instructional resources to ensure students have high-quality instructional resources that are aligned to current standards.	Resources purchased	Meetings to review materials. Selection is made by May each year.	General
		• 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 Flex PD session.	Professional Development	Flex PD Agendas/PLC Meetings	Title II Part A, Title V, and General
		• Intervention classes for middle school and high school students will be available in reading and math.	Improved Benchmark Performance	Read 180 reports (PJHS), PowerUp Reports (PJHS), Fall/Winter/Spring Benchmark Reports	General and Special Education

Goal 1 (State your reading and math goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA for middle (reading from 55% to 75%, math from 65% to 79%) and high school (reading from 74% to 81%, math from 73% to 81%) students in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Administrators will provide walk-through insights and communication with faculty.	Observation Correspondence with Teacher	Observation Correspondence with Teacher	None
		● Grades 7-11 English teachers will be administering STAR reading to determine student Lexile levels to help select appropriate reading material. The math teacher will be administering STAR math to determine the measure of students' math level.	Improved Benchmark Performance	Fall/Winter/Spring Benchmark Reports	SBDM/General Fund for assessments
		● All math teachers will work to improve student use of the DESMOS online calculator.	Observations of Students Using Calculator	Observations of Students Using Calculator	None
		● Continue to implement digital resources to reinforce instruction to increase academic performance. ● Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage. ● 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. ● Subject-level groups will meet to discuss software currently available regarding topics such	Improved Benchmark Performance	Fall/Winter/Spring Benchmark Reports	General/Title IV/Title V

Goal 1 (State your reading and math goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA for middle (reading from 55% to 75%, math from 65% to 79%) and high school (reading from 74% to 81%, math from 73% to 81%) students in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		as usage, needs to be met/not met, etc.				
		• Several teachers are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen the connection of teacher strategies and student learning. • KAGAN coaching for all faculty and instructional assistants during the 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.	Increase in number of academic skills for students/Improved Benchmark Performance	Classroom implementation and Fall/Winter/Spring Benchmark Reports	WEP Grant	
		Digital Learning Coaches will: • 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 • Offer professional learning to teachers on the latest trends and tools in digital education • Email teachers about DLC Updates/Technology Standards Updates/STEM Related Resources • Involve students in collaboration efforts to	Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC through Benchmark Reports	Classroom Implementation and Fall/Winter/Spring Benchmark Report	WEP Grant	

Goal 1 (State your reading and math goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA for middle (reading from 55% to 75%, math from 65% to 79%) and high school (reading from 74% to 81%, math from 73% to 81%) students in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		understand their preferences and needs ● Celebrate successes and recognize successful implementations of digital learning in classrooms.			

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

Goal 2 (State your science, social studies, and writing goal.):
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 31% to 65%, social studies 67% to 82%, and combined writing 75% to 82%) and high school (science 18% to 65%, social studies to 62% to 85%, combined writing 84% to 92%) students by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate with stakeholders to increase the overall number of students scoring proficient and distinguished for Pikeville Independent Schools: PJHS science 31% to 37.8%, social studies 67% to 70%, and combined writing 75% to 76.4% and for PHS in science 18% to 27.4%, social studies 62% to 66.6%, and combined writing 84% to 85.6% by May 2025 as measured by state assessment.	Review, Analyze, and Apply Data Design, Align, and Deliver Support	● All teachers have listings of identified students not meeting benchmarks (such as KSA, STAR, Mastery Prep, ACT, TruScore). Increased awareness helps teachers to target students.	Improved performance of students not meeting benchmark	Fall, Winter, Spring (As tests are administered)	SBDM/General Fund for assessments
		● According to funds available, will purchase high-quality instructional resources that are aligned to current standards.	High Quality Resource Selection	Meetings to review materials. Selection made by May of the school year.	General
		● 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	Professional Development	Flex PD Agendas/PLC Meetings	Title II Part A, Title V, and General

Goal 2 (State your science, social studies, and writing goal.):
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 31% to 65%, social studies 67% to 82%, and combined writing 75% to 82%) and high school (science 18% to 65%, social studies to 62% to 85%, combined writing 84% to 92%) students by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with co-workers in a scheduled PD session.			
		● Each school is being intentional with writing in their curriculum following the K-12 Writing Plan. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skills for our students	Team meetings	Title II Part A for subs
		● Do-What, STRAP writing tools implemented *across the curriculum.*	Improved writing skills for our students	Professional Development, lessons, writing samples	None
		● The Writing team will meet in grade bands to ensure implementation of the writing plan.	Improved On-Demand Writing Scores and implementation in class	Lessons	None
		● Several teachers are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen the connection of teacher strategies and student learning. ● KAGAN coaching for all faculty during the 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.	Increase in number of academic skills for students/Improved Benchmark Performance	Classroom implementation and Fall/Winter/Spring Benchmark Reports	WEP Grant
		● Continue to update K-12 Writing Plan	Vertically aligned plan	Lessons and writing plan	None
		● Administrators will provide walk-through insights and communication with faculty.	Observation Correspondence with Teacher	Observation Correspondence with Teacher	None
		● Updated Science Policy and K-12 Science Plan	Vertically Aligned Plan	Science Plan integration, walk through observations aligned to lesson plans	None

Goal 2 (State your science, social studies, and writing goal.):

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 31% to 65%, social studies 67% to 82%, and combined writing 75% to 82%) and high school (science 18% to 65%, social studies to 62% to 85%, combined writing 84% to 92%) students by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Science Committee will be established - composed of teachers and district/school administrators.			
		● Middle School will continue Project Lead the Way pathway for Engineering.	Schedule, students enrolled in course	Observations, lessons, schedule	Stan Pigman and district covering additional cost
		● Engineering and Earth Science standards are being fully incorporated into the three core science courses at PHS.	Curriculum Maps	Observations, lessons	None
		● Cross-curricular units/activities will be used in various grade levels.	Improved understanding of content and how they relate to other subjects	Lesson Plans, walk-through observations,	None
		● Continue to implement digital resources to reinforce instruction to increase academic performance. ● Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage. ● 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.	Improved scores in classes & increased knowledge of standards	Classroom implementation & software reports	General

Goal 2 (State your science, social studies, and writing goal.):
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 31% to 65%, social studies 67% to 82%, and combined writing 75% to 82%) and high school (science 18% to 65%, social studies to 62% to 85%, combined writing 84% to 92%) students by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		● Subject-level groups will meet to discuss software currently available regarding topics such as usage, needs to be met/not met, etc.				
		● Use funds from the NSF Grant to support all fields of science and engineering for STEAM-related activities in content areas. This includes a focus on programs such as Project Lead the Way, Coding, and STEAM Lending Library Resources. ● National Science Foundation-funded partnerships with Digital Promise will help support cross-curricular integration of STEM-related PBL & Deeper Learning opportunities over the next three years.	Increased teacher knowledge around Kentucky Science Standards and NGSS Standards and improved benchmark performance	Lesson plans; Classroom observations	NSF Grant	
		Digital Learning Coaches will: ● 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 ● Offer professional learning to teachers on the latest trends and tools in digital education	Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC through Benchmark Reports	Classroom Implementation and Fall/Winter/Spring Benchmark Reports	WEP Grant	

Goal 2 (State your science, social studies, and writing goal.):						
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 31% to 65%, social studies 67% to 82%, and combined writing 75% to 82%) and high school (science 18% to 65%, social studies to 62% to 85%, combined writing 84% to 92%) students by 2029.						

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Email teachers about DLC Updates/Technology Standards Updates/STEM Related Resources ● Involve students in collaboration efforts to understand their preferences and needs ● Celebrate successes and recognize successful implementations of digital learning in classrooms.			

3: Achievement Gap

KRS 158.649 requires the school-based decision-making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analyses when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long-term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Set specific and measurable targets to bridge learning gaps. **Objective 2** Offer support to help students reach content proficiency to increase scores for all students in the gap groups in all content areas.	Review, Analyze, and Apply Data Design and Deliver Instructions Establishing a Learning Culture and Environment	● On behalf of SBDM Councils, once each semester, the Principal reports to the Board and will include implementation updates regarding the Comprehensive School Improvement Plan (CSIP) along with concerns and needs.	School improvement/Improved Benchmark Performance	Board minutes and SBDM minutes	None
		● The Principal and faculty will review disaggregated data for student subgroups.	Data analysis	Principal/Staff Meeting Agenda	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Regularly assess the progress of students to adjust instruction to increase scores in all content areas.		● 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.	IEPs/Benchmark Performance	IEPs, Conferences, Fall/Winter/Spring Benchmarks	None
		● Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.	Improved skills/content acquisition; Improved Benchmark Performance	Fall/Winter/Spring Benchmark Reports	General
		● District leadership will facilitate faculty/staff collaboration focused across student subgroups/levels/schools to identify key transition points and facilitate vertical teaming to aid in a successful transition for each student.	Successful transitions	Progress monitoring	None
		● Do-What, STRAP writing tools implemented across the curriculum.	Improved writing skills for our students	Professional Development, lessons, writing samples	None
		● Continue to update K-12 Writing Plan	Vertically aligned plan	Lessons and writing plan	None
		● The Writing team will meet in grade bands to ensure implementation of the writing plan.	Improved On-Demand Writing Scores and Implementation in class	Lessons	None
		● Administrators will provide walk-through insights and communication with faculty.	Observation Correspondence with Teacher	Observation Correspondence with Teacher	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● ESS will be offered to our targeted student population two sessions weekly for homework help while providing transportation.	Increase in number of students staying for ESS; Improved Benchmark Performance	Attendance of ESS, Fall/Winter/Spring Benchmark Reports	ESS and General
		● Edmentum throughout the school year to help students pass classes they have failed. This will provide them the opportunity to regain lost credits.	Increase number of students passing failed courses	Edgenuity Reports, Passing Grades	Title V
		● See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and Goal 2	See Goal 1 and 2
		● According to funding, a summer program will be offered to continue learning opportunities.	Increase in the number of academic skills for students	Classes and lessons	General
		● The District will work to implement a flexible professional development component for a limited portion (6 hours) of the 24 hours required. Teachers will need to have prior approval of the building Principal/Assistant Principal or the Professional Development Coordinator before hours can be applied.	Improved Kentucky IMPACT survey results for PD; Improved Knowledge of Content	Documentation of PD	Title II (as needed)
		● Differentiated learning through the use of data analysis and classroom observations.	Increase in number of academic skills for students	Classes and Lesson Plans	None
		● Continuation of Leadership and Citizenship classes incorporated in middle school grades (7th-8th).	Increase in academic skills for students	Classes and Lessons	None
		● Jobs for America's Graduates (JAG) program initiated at PHS	Increase in post-secondary readiness and/or careers	Observations, Lessons	Grant & General Fund

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 test (ACCESS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Develop basic language skills, including reading, writing, speaking, and listening. **Objective 2** Encourage engagement through age-appropriate literature to enhance language acquisition.	Design and Deliver Instruction	● Use targeted EL applications (for example: Rosetta Stone and Duolingo) for translation	Improve Language Acquisition	Classes and Lessons	General
		● Teach using full English Immersion	Improved Language Acquisition	Classes and Lessons	None
	Establishing a Learning Culture and Environment	● Labels around the classroom (home language + English language) of common items such as garbage can, pencil sharpener, etc.).	Improved Language Acquisition	Classroom Observation	Title V
		● ESS provided by Spanish teacher available for students to attend	Improved Language Acquisition	Classes and Lessons	Title II / ESS

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 83% for PJHS and 90% for PHS by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students feel comfortable stating opinions in class even if others disagree. **Objective 2** Students respect each other's differences (i.e. gender, culture, race, religion, ability). **Objective 3** Internet bullying will NOT be a problem for students at PHS.	Establishing Learning Culture and Environment	● School Support Specialists are available to work within our school to invest in the social and emotional needs of our students and educators.	Observation	Wellness Meetings	WEP Grant
		● Partner with Mountain Comprehensive Care (at least 1 day per week) to work within our school to invest in the social and emotional needs of students.	Questioning within sessions	Wellness Meetings	None
		● Teachers will incorporate various types of social-emotional learning activities within lessons	Observation	Lesson Plans	None
		● Suicide prevention training completed twice each school year for students with the incorporation of training about the harmful effects of nicotine	Observation	Observation	None
		● Incorporate clubs and organizations that promote community service and social-emotional development.	Participation	Meeting Notes/Agendas	None
		● Plan mental health first aid training	Participation	Wellness Check-In	WEP Grant
		● Continue to implement District Trauma-Informed Education Plan	Trauma-Informed PD	Trauma-Informed Plan	None
		● Kentucky STOP TIPLINE for anonymous reporting of bullying .	Reporting Information Relayed	Signs within school/Bathroom Stalls	None
		● The district's Youth Service Center will continue the Kentucky Incentive Prevention Program (KIP) Surveys of	Analysis of survey results	Wellness meeting	None

Goal 5 (State your climate and safety goal.): Increase our Quality of School Climate and Safety indicator to at least 83% for PJHS and 90% for PHS by 2029.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		students in grades 8, 10, and 12 to assess risk and protective factors.			
		Community School Grant personnel will provide the following opportunities: ● Students and families will be offered an Empowered Academy discussing awareness and prevention of online safety and bullying ● 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	Teacher/Student/Family Feedback & Surveys	Meeting Notes	WEP Grant
		Incorporate Leader in Me in PJHS by adopting the principles and practices of the program by doing the following: ● Educate on LIM concepts and 7 habits ● Assess how LIM can align with our school goals ● Train staff to ensure understanding of effectively implementing the program and on the resources available online ● Integrate principles into teaching curriculum in all classes (7th-8th) by teaching leadership habits and incorporating related activities ● Incorporate an environment where everyone feels	Teacher/Student Feedback & Surveys	Observations of implementation of LIM habits, roles/responsibilities, mission statements	WEP Grant

Goal 5 (State your climate and safety goal.): Increase our Quality of School Climate and Safety indicator to at least 83% for PJHS and 90% for PHS by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		empowered to contribute and take on leadership roles ● Regularly assess LIM program by getting frequent feedback from teachers and students ● Involve parents and community to create a holistic approach			
		● Implement Life Skills Curriculum in 9th Grade (Making Healthy Choices) - D. Stewart	Participation	Wellness Check-In	Botvin Grant
		● Partnership with Operation Unite	Participation	Wellness Check-In	None

Goal 6 (State your postsecondary goal.):
Increase our Indicator Score for Postsecondary Readiness from 91.7% of our total class population to 100% by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Focus on career and technical education and training, as well as college course offerings. **Objective 2** Focus on strong study habits, a well-rounded skill set, and education for employment opportunities.	Design, Align, and Deliver Support Design and Deploy Standards	● Transition services including vocational rehabilitation services and higher education opportunities for students with disabilities.	Students transition to other opportunities	Meetings	State funding
		● Co-teaching/Coaching for new math teachers	Increased Professional Learning for Teachers	Units of Content & Assessments; Student Success	None
		● The district will provide students the opportunity for ACT workshops for grades 9 through 12. Along with progress monitoring for grades 7-8.	Increased scores	Data Analysis	ESS and General fund
		● Technology upgrades will be provided as funding allows, this includes computers and calculators.	More computer access for students	Technology plan	General, Title V, Title IV
		● 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. PHS is currently using Schoology and PJHS uses Google Classroom.	Usage reports of LMS	Usage reports of LMS	General
		● Students who do not meet the benchmark on ACT will be provided interventions and support.	Scores	Interventions	ESS/WEP for Substitutes
		● Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	More dual credit and CTE programs	Analyze student data	None

Goal 6 (State your postsecondary goal.):
Increase our Indicator Score for Postsecondary Readiness from 91.7% of our total class population to 100% by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Teachers will participate in vertical alignment activities as needed (elementary, middle, and high).	Increased collaboration	Meetings	None
		● Continue to monitor and update the writing plan as needed (at both schools).	Increased scores	Team meetings	None
		● Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skills for our students	Team meetings	Title II Part A for subs
		● Juniors and seniors are provided opportunities to attend college fairs to be exposed to post-secondary options	Students going to a post-secondary option	ILPs	General
		● Reality Store 8th & 12 Grade	Participation	Observation	None
		● Provide workshop opportunities for students to take and be successful on advanced placement exams.	Improved Scores and Post-Secondary Readiness	Observation, review of scores	ESS
		● Offer post-secondary readiness testing to juniors and seniors.	Post-Secondary Readiness & Dual Credit	Observation, review of scores	ESS
		● Students will use ACE Navigator (Middle) & ACE (High) ILPs for 7th-12th grade students	Post-Secondary Readiness	ILPs	General
		● Jobs for America's Graduates (JAG) program initiated at PHS	Increase in post-secondary readiness and/or careers	Observations, Lessons	Grant & General Fund
		● Provide career enhancement opportunities (such as medical academies with PMC, community partnerships, and CTE)	Increase in post-secondary readiness and/or careers	Observation	General

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):
Increase our Graduation Rate to 98% of our total class population by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate with stakeholders to reach the 4-year cohort graduation rate of 88-90% by 05/30/2024 as measured by graduation formula.	Establishing Learning Culture and Environment Design, Align and Deliver Support	• Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify at-risk students. School administration/teachers will council with students identified.	Decrease of dropouts	Use of Persistence to Graduation Tool	None
		• All student populations not passing a course with a 50% or higher will have the option of completing credit recovery bringing grades up to 60%.	Fewer students failing	Credit Recovery	General fund, ESS
		• ESS tutoring will be offered and determined by teachers and administration.	Participation	Interventions recorded in Infinite Campus	ESS funding
		• District will purchase an ACT program to target all students to improve scores.	Improved ACT scores	Monitoring of scores	General, ESS, other source