Comprehensive District Improvement

Plan

Pikeville Independent

148 Second Street
Pikeville, KY 41501

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

Highest percentage of GAP students are in the populations of Students from Poverty and Students with Disabilities. Almost 90% of our teachers have 4 years or more experience and none of our teachers are teaching outside of their certification area.

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

One identified trend is a gradual increase in the number of students in poverty. Due to hard economic times, we are finding more and more students with basic needs. As a school district we are working with community resources such as churches, businesses, etc to help provide weekly backpacks or helping our Family Resource Center distribute needed supplies to area families for Thanksgiving and Christmas.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		District Equity Goals

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

OR

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

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

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 79.6%), middle (from 63.9% to 82.0%), and high school (from 53.8% to 76.9%) students in 2019.

Measurable Objective 1:

collaborate to to increase the overall reading and math for Pikeville Independent Schools: PES from 59.1 to 79.6 and PJHS from 63.9 to 82.0 by 05/31/2019 as measured by K-PREP.

Strategy1:

State Teacher-Leader Networks - Participation in state networks will provide guidance in KCAS implementation.

Category: Professional Learning & Support

Research Cited:

Activity - State Networks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will participate in state teacher-leader networks. Teacher-leaders will share relevant information in district debriefing sessions and PLCs. (SWP 4)	Professional Learning	08/03/2015	06/30/2019	$1500 - Title II Part A $1000 - Title I Part A	Instructional Supervisors, Principals, and Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 71.9%), middle (from 42.8% to 71.4%), and high school (from 37.3% to 68.7%) for all students in the non-duplicated gap group in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups in Pikeville Independent Schools: PES from 43.7 to 71.9, PJHS from 42.8 to 71.4, and PHS from 37.3 to 68.7 by 05/30/2019 as measured by K-PREP.

Strategy1:

Professional Development - A flexible professional development plan will be implemented to help address the need for content specific professional development as supported in the TELL Survey results.

Category:

Research Cited:

Activity - Flexible Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$200 - Title I Part A $200 - Title II Part A	Professional Development Coordinator, Principals, and Teachers

Activity - Professional Learning Communities (PLCs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide release time once each semester during the school day to allow Professional Learning Communities to meet. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$3000 - Title I Part A $2000 - Title II Part A	Administrators, Teachers, Title I Coordinator, and Title II Coordinator

Narrative:

The district provides very competitive salaries in the state to attract highly qualified applicants for available positions.

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Pikeville Elementary Pikeville Middle School	

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

As we look at our data, we try to find areas of strength and areas that need improvement. During Professional Learning Communities (PLCs), we analyze our data to help provide us with direction on how to move forward. In these meetings we try to answer the following questions:

1. What are the strengths of the district/schools and how is that being achieved?

2. What are the weakness in the district/schools and how do we improve these areas?

3. What groups are struggling and how do we address their needs?

With the release of the data we found many strengths in the district. We have been provided with information never received before with state assessments. The information indicated areas that we need to look at improving and helped us to see the academic performance of our gap groups. However, the data does not include how to improve in the academic areas or ways to increase performance of gap groups.

Areas of Strengths

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

The Pikeville Independent School System has cause to celebrate by all schools being recognized as Distinguished Schools. Surveys indicate stakeholders feel students are receiving a high quality education with high expectations provided in a clean, safe environment. Test scores show many content areas scoring high in relation to other districts/schools. We currently are implementing a variety of activities to help sustain our areas of strength. For example, a well developed RTI program in our elementary school with highly qualified teachers. With the EXPLORE and PLAN no longer being offered, our district purchased the Aspire test for our 7th, 8th, and 9th grade students. This allows our students an opportunity to have exposure to another ACT type exam. Many higher education options are provided to our secondary students through dual credit and Advanced Placement courses. Content areas showing great improvement would be reading and math at the elementary and junior high level, plus high performance in EOC Algebra II, EOC U.S. History, On-Demand writing and Language Mechanics of the high school.

Opportunities for Improvement

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

As a district we found many areas to celebrate, but also discovered areas that need improvement.

Our elementary found the following areas to focus on:

1. Writing - Improving overall writing scores along with Gap student performance in On-Demand.

2. Gap students - Improving overall performance.

3. Novice reduction - Work to help provide students support to improve novice scores.

4. Math did have an improvement this year after a four year decline. Plans to continue to provide a focus on math time.

5. Social Studies - Dedicate one teacher to teaching social studies instead of a shared responsibility.

For the high school/junior high the following areas were identified:

1. On-Demand Writing junior high- Improve overall performance.

2. Gap students - Improving overall performance.

3. Novice reduction - Work to help provide students support to improve.

Plans the district and schools are making to improve the areas of need include training for Novice Reduction, inquiring from

other high performing schools on strategies used for identified areas, ESS targeting areas and students, additional math class included at 7th

grade to address content, developing assessments for reading and math for grades Kindergarten through 6 correlated to the standards, and

including Quality Core materials for EOC classes.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Principals and central office staff will work together to oversee and monitor plans for continuous improvement. Principals report to school board members once a semester through Implementation and Impact reports (I & I checks) of the Comprehensive School Improvement Plan. In relation to RTI, elementary faculty meet regularly to look at progress of students placed in Tier II or Tier III. Intervention teams will meet regularly to determine progress of program. Junior High Intervention team meets each nine weeks to monitor student performance.

Conclusion

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

As a district, Pikeville Independent continues to strive to improve to help meet our mission to provide a rigorous, relevant education in a positive, nurturing environment to develop each student as a lifelong learner and responsible citizen in a global community. Our next steps in addressing areas of concern is to monitor our plans to determine their effectiveness and make changes as needed. We will continue to seek out professional development and resources to help improve our district.

2016-2017 Plan for Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Plan for Comprehensive District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 79.6%), middle (from 63.9% to 82.0%), and high school (from 53.8% to 76.9%) students in 2019.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	$109500
2	Increase the average freshman graduation rate from 96.3% to 97.9% by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$46226
3	Increase the percentage of students who are college and career ready from 88.6% to 93% by 2019.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	$56000
4	Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 71.9%), middle (from 42.8% to 71.4%), and high school (from 37.3% to 68.7%) for all students in the non-duplicated gap group in 2019.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	$10400
5	Facilitate improved communication among all stakeholders.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$3500
6	The Pikeville Independent District will decrease the number of students performing at the novice level (novice reduction) by 50% in the year 2019 in the areas of reading and math.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0

Goal 1: Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 79.6%), middle (from 63.9% to 82.0%), and high school (from 53.8% to 76.9%) students in 2019.

Measurable Objective 1:

collaborate to to increase the overall reading and math for Pikeville Independent Schools: PES from 59.1 to 79.6 and PJHS from 63.9 to 82.0 by 05/31/2019 as measured by K-PREP.

Strategy 1:

State Teacher-Leader Networks - Participation in state networks will provide guidance in KCAS implementation.

Category: Professional Learning & Support

Activity - State Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will participate in state teacher-leader networks. Teacher-leaders will share relevant information in district debriefing sessions and PLCs. (SWP 4) Schools: All Schools	Professional Learning	08/03/2015	06/30/2019	$2500	Title I Part A, Title II Part A	Instructional Supervisors, Principals, and Teachers

Strategy 2:

Textbook/Instructional Resources Alignment - Students will have textbooks/instructional resources aligned with KCAS standards.

Category: Continuous Improvement

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding is available, the District will purchase instructional resources to ensure students have quality texts that are aligned to current standards. Schools: All Schools	Academic Support Program	08/11/2016	06/30/2017	$29000	State Funds	Textbook Coordinator and Teachers

Activity - Teacher Training on Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training on instructional materials through resources provided by vendors as professional development opportunities (flex). Schools: All Schools	Professional Learning, Academic Support Program	07/01/2015	06/01/2019	$0	No Funding Required	Principal and Teachers

Strategy 3:

CIITS - Training will be provided to allow teachers to utilize CIITS.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided on CIITS as needed. Schools: All Schools	Professional Learning, Academic Support Program	08/03/2015	06/30/2019	$0	No Funding Required	CIITS Coordinator, Principals, and Staff

Strategy 4:

RTI/KSI - District will provide support for school level RTI programs.

Category:

Activity - Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data team will meet after each benchmark assessment to identify targeted (gap) students, monitoring goal of 80% proficiency in reading and math core instruction plus checking the growth of all students. Focus on trends and patterns will be part of the review. (SWP 1, 2, 8, and 9) Schools: All Schools	Academic Support Program, Policy and Process	08/01/2015	06/30/2019	$0	No Funding Required	Instructional Supervisors, Principals, and Teachers

Activity - Intervention Team Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior High math/reading lab and regular content teachers will meet at the end of every nine weeks to monitor student progress and make RTI placement decisions. Schools: Pikeville High School	Academic Support Program, Policy and Process	08/03/2015	06/30/2019	$0	No Funding Required	Instructional Supervisors, Principals, and Teachers

Strategy 5:

Class Size Reduction - Using Title II funds to help reduce class size at elementary school. Lowering number of students at grade level is one research based strategy to implement.

Category: Human Capital Management

Research Cited: Hattie

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.

Schools: Pikeville Elementary School | Class Size Reduction | 08/01/2016 | 06/30/2017 | $78000 | Grant Funds | Superintendent, Federal Programs Director, School Administration |

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

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 96.3% to 97.9% by 05/30/2019 as measured by graduation formula.

Strategy 1:

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

Category:

Activity - KIP Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors. Schools: All Schools	Academic Support Program	08/01/2015	06/30/2019	$0	No Funding Required	Safe Schools Coordinator/DPP

Activity - Persistence to Graduation (PtG) Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk. School administration/teachers will council with students identified. Schools: Pikeville High School	Academic Support Program, Policy and Process, Tutoring	08/01/2015	06/30/2019	$0	No Funding Required	School Administration, Teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 63%. Schools: Pikeville High School	Academic Support Program, Tutoring	08/01/2015	06/30/2019	$4500	State Funds, School Council Funds, District Funding	School Administration, Teachers, Instructional Supervisor

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS tutoring will be offered at both schools determined by teachers and administration. Schools: All Schools	Academic Support Program, Tutoring	08/01/2015	05/30/2019	$41726	State Funds	Administration and Teachers

Goal 3: Increase the percentage of students who are college and career ready from 88.6% to 93% by 2019.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 88.6% to 93% by 05/30/2019 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Academic & Career Advising - Aspire and retired ACT assessments will be given at additional grade levels.

Category: Continuous Improvement

Activity - Longitudinal Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide Aspire tests for grades 7, 8, and 9 to facilitate longitudinal data for students in grades 7-11. Schools: Pikeville High School	Academic Support Program	08/01/2016	06/01/2017	$8000	General Fund	Superintendent, Board Chairman, School Administrators, Teachers

Activity - Transition Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition services linkage to vocational rehabiliation services and higher education opportunities for students with disabilities. Schools: Pikeville High School	Career Preparation/Orientation	08/03/2015	05/30/2019	$500	Other	Director of Special Education

Strategy 2:

Course and Assessment Alignment - Teachers will have opportunities for vertical alignment activities as needed.

Category: Continuous Improvement

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will participate in vertical alignment activities during PLC sessions as needed. (Vertical PLCs will be as needed at elementary along with grade level teams.)

Schools: All Schools | Academic Support Program | 08/03/2015 | 05/30/2019 | $0 | No Funding Required | Superintendent, Instructional Supervisors, School Administration, Teachers |

Activity - Dual Credit for Career Technical Education (CTE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS) Schools: Pikeville High School	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	No Funding Required	CTE Coordinator, Instructional Supervisor, and School Administration

Strategy 3:

Technology - The district will provide technology resources as funding is available.

Category:

Activity - Software Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide technology software (including turnitin.com/PHS library databases). Schools: All Schools	Technology	08/03/2015	05/30/2019	$8000	Title VI, District Funding	Title VI Coordinator and District Technology Coordinator

Activity - Up-dating Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology upgrades will be provided as funding allows, this includes computers and calculators. Schools: Pikeville High School, Pikeville Elementary School	Technology	08/03/2015	05/30/2019	$27000	Other, Title VI	District Technology Coordinator and Title VI Coordinator

Activity - Learning Management System (LMS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district will provide for both schools 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.

Schools: All Schools | Technology, Academic Support Program | 08/08/2016 | 06/30/2017 | $12500 | District Funding | Superintendent, Board Members, Technology Coordinators, Instructional Supervisors, Administrators, Teachers |

Strategy 4:

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

Category: Career Readiness Pathways

Activity - KYOTE, WorkKeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and Work Keys to reach college readiness (College/Career Readiness). Schools: Pikeville High School	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	No Funding Required	School Administration, and Teachers

Goal 4: Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 71.9%), middle (from 42.8% to 71.4%), and high school (from 37.3% to 68.7%) for all students in the non-duplicated gap group in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups in Pikeville Independent Schools: PES from 43.7 to 71.9, PJHS from 42.8 to 71.4, and PHS from 37.3 to 68.7 by 05/30/2019 as measured by K-PREP.

Strategy 1:

Progress Monitoring - Provide board members with periodic data reports.

Category:

Activity - Board Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The local Board will review disaggregated data for student subgroups. Schools: All Schools	Policy and Process	08/03/2015	05/30/2019	$0	No Funding Required	Superintendent and District Assessment Coordinator

Activity - Monitoring of At-Risk Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor at-risk students placed in Tier II or Tier III. Each nine weeks a team consisting of RTI teachers (K-8), instructional supervisor, and school administration will meet to evaluate progress of at-risk students looking at data provided from resources (STAR testing, Lexia, etc.). (SWP 1, 2, 3, 8, and 9) Schools: All Schools	Policy and Process	08/03/2015	05/30/2019	$5000	School Council Funds	Principals, Instructional Supervisors, Teachers

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention courses for reading and math will be provided for targeted students to increase proficiency rates. (SWP 9 and 10) Schools: All Schools	Academic Support Program	08/03/2015	05/30/2019	$0	No Funding Required	Director of Special Education, School Administration, Instruction Supervisors, Teachers

Strategy 2:

Best Practice - District will collaborate with faculty/staff on strategies that are best practices in teaching for student subgroups/levels/schools.

Category:

Research Cited: Stiggins and Marzano

Activity - Transition points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 successful transition for each student. (SWP 7) Schools: All Schools	Direct Instruction	08/03/2015	05/30/2019	$0	No Funding Required	Superintendent, Special Education Director, Instructional Supervisors, and School Administration

Activity - Increase Math Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to the large amount of content and continued decline in test scores, additional time will be provided for math instruction to attempt to equal the amount of time provided for English Language Arts instruction at the elementary. Schools: Pikeville Elementary School	Direct Instruction	01/11/2016	05/30/2019	$0	No Funding Required	Principal and Teachers

Strategy 3:

Consolidated Planning - Schools and District work together to form a shared vision and increased focus on student performance.

Category:

Activity - Board Review Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Board will review school/district improvement plans and data relevant to decisions. Schools: All Schools	Policy and Process	08/03/2015	05/30/2019	$0	No Funding Required	Superintendent, Board Chairman, Instructional Supervisor

Activity - Implementation and Impact Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On behalf of SBDM Councils, once each semester, Principal reports to the Board will include Implementation and Impact Reports (I & I Checks) for the Comprehensive School Improvement Plan (CSIP) along with concerns and needs. Schools: All Schools	Policy and Process	08/03/2015	05/30/2019	$0	No Funding Required	Pikeville Elementary Principal and Pikeville High School Principal

Strategy 4:

Professional Development - A flexible professional development plan will be implemented to help address the need for content specific professional development as supported in the TELL Survey results.

Category:

Activity - Flexible Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5) Schools: All Schools	Professional Learning	08/03/2015	05/30/2019	$400	Title I Part A, Title II Part A	Professional Development Coordinator, Principals, and Teachers

Activity - Professional Learning Communities (PLCs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4) Schools: All Schools	Professional Learning	08/03/2015	05/30/2019	$5000	Title II Part A, Title I Part A	Administrators, Teachers, Title I Coordinator, and Title II Coordinator

Strategy 5:

Parent Involvement - Strategies to help increase parent involvement.

Category: Stakeholder Engagement

Activity - Parent Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon request, parents who are new to the school will be paired with a "Parent Mentor." This information will be shared with all parents several times throughout the year via teacher open house notes, supply lists, and principal stakeholder e-mails. Schools: Pikeville Elementary School	Parent Involvement	08/08/2016	06/30/2017	$0	No Funding Required	School Administration and Teachers

Goal 5: Facilitate improved communication among all stakeholders.

Measurable Objective 1:

collaborate to improve communication with parent and community stakeholders by 05/30/2019 as measured by stakeholder surveys.

Strategy 1:

Communication - By increasing communication with stakeholders this will promote collaboration and shared vision.

Category: Continuous Improvement

Activity - Joint Board/Council Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The local Board will host an annual meeting with SBDM Councils. Pikeville Elementary School will occur in October and Pikeville High School in February. Schools: All Schools	Policy and Process	08/03/2015	05/30/2019	$500	District Funding	Superintendent

Activity - Web Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district web page will provide timely, relevant information to students, families, and community. Schools: All Schools	Community Engagement	08/03/2015	05/30/2019	$3000	District Funding	District Technology Coordinator and District Public Relations Liaison

Activity - Purpose of Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district will facilitate communication with parents regarding the purpose of intervention classes and specific ways they can help their students. Evidence of this activity will include parent contact log, intervention plans, and progress monitoring reports.

Schools: All Schools | Policy and Process | 08/03/2015 | 05/30/2019 | $0 | No Funding Required | Instructional Supervisors, School Administration, and Teachers |

Activity - Board/Stakeholder Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The local Board will extend Regular Board Meetings to include intentional collaboration with stakeholder groups within the district and across the larger community. Schools: All Schools	Community Engagement	08/03/2015	05/30/2019	$0	No Funding Required	Superintendent

Activity - Monitor Wellness Trend Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will monitor Wellness trend data available from programs currently implemented. Schools: All Schools	Other	08/03/2015	05/30/2019	$0	No Funding Required	District Health Coordinator, Wellness Committee

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

Measurable Objective 1:

collaborate to decrease the number of students performing at the novice level (novice reduction) by 50% in the areas of reading and math by 05/30/2019 as measured by the KPREP assessment.

Strategy 1:

RTI/Progress Monitoring - Students will complete three benchmark assessments throughout the year. Teachers and administrators will analyze data and provide

interventions for those students scoring below benchmark. Also, teachers are provided lists of students scoring at the novice level in the previous year's KPREP

assessment.

Category: Continuous Improvement

Activity - RTI/Progress Monitoring/Pre-assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will complete three benchmark assessments and/or pre-assessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. Also, teachers are provided lists of students scoring at the novice level in the previous year's KPREP assessment.

Schools: All Schools | Academic Support Program, Tutoring | 08/03/2015 | 05/30/2019 | $0 | No Funding Required | Teachers and Administration |

Strategy 2:

Administration Team Meetings - Administrative meetings to help monitor progress in meeting goals toward school improvement.

Category: Continuous Improvement

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans. Schools: Pikeville High School, Pikeville Elementary School	Academic Support Program	10/03/2016	06/30/2017	$0	No Funding Required	District and School Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Up-dating Technology	Technology upgrades will be provided as funding allows, this includes computers and calculators.	Technology	08/03/2015	05/30/2019	$13000	District Technology Coordinator and Title VI Coordinator
Transition Services	Transition services linkage to vocational rehabiliation services and higher education opportunities for students with disabilities.	Career Preparation/Orientation	08/03/2015	05/30/2019	$500	Director of Special Education
				Total	$13500	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Up-dating Technology	Technology upgrades will be provided as funding allows, this includes computers and calculators.	Technology	08/03/2015	05/30/2019	$14000	District Technology Coordinator and Title VI Coordinator
Software Resources	The district will provide technology software (including turnitin.com/PHS library databases).	Technology	08/03/2015	05/30/2019	$5000	Title VI Coordinator and District Technology Coordinator
				Total	$19000	

Grant Funds

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

Comprehensive District Improvement Plan

Pikeville Independent

Class Size Reduction	As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.	Class Size Reduction	08/01/2016	06/30/2017	$78000	Superintendent, Federal Programs Director, School Administration
				Total	$78000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	ESS tutoring will be offered at both schools determined by teachers and administration.	Academic Support Program, Tutoring	08/01/2015	05/30/2019	$41726	Administration and Teachers
Credit Recovery	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 63%.	Academic Support Program, Tutoring	08/01/2015	06/30/2019	$3000	School Administration, Teachers, Instructional Supervisor
Instructional Resources	If funding is available, the District will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Academic Support Program	08/11/2016	06/30/2017	$29000	Textbook Coordinator and Teachers
				Total	$73726	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Wellness Trend Data	The district will monitor Wellness trend data available from programs currently implemented.	Other	08/03/2015	05/30/2019	$0	District Health Coordinator, Wellness Committee
Purpose of Intervention Classes	The district will facilitate communication with parents regarding the purpose of intervention classes and specific ways they can help their students. Evidence of this activity will include parent contact log, intervention plans, and progress monitoring reports.	Policy and Process	08/03/2015	05/30/2019	$0	Instructional Supervisors, School Administration, and Teachers
Administrative Team Meetings	School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Academic Support Program	10/03/2016	06/30/2017	$0	District and School Administration

Transition points	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 successful transition for each student. (SWP 7)	Direct Instruction	08/03/2015	05/30/2019	$0	Superintendent, Special Education Director, Instructional Supervisors, and School Administration
Intervention Team Middle School	Junior High math/reading lab and regular content teachers will meet at the end of every nine weeks to monitor student progress and make RTI placement decisions.	Academic Support Program, Policy and Process	08/03/2015	06/30/2019	$0	Instructional Supervisors, Principals, and Teachers
Dual Credit for Career Technical Education (CTE)	Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	CTE Coordinator, Instructional Supervisor, and School Administration
Intervention Courses	Intervention courses for reading and math will be provided for targeted students to increase proficiency rates. (SWP 9 and 10)	Academic Support Program	08/03/2015	05/30/2019	$0	Director of Special Education, School Administration, Instruction Supervisors, Teachers
KIP Surveys	The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Academic Support Program	08/01/2015	06/30/2019	$0	Safe Schools Coordinator/DPP
KYOTE, WorkKeys	Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and Work Keys to reach college readiness (College/Career Readiness).	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	School Administration, and Teachers
Vertical Alignment	Teachers will participate in vertical alignment activities during PLC sessions as needed. (Vertical PLCs will be as needed at elementary along with grade level teams.)	Academic Support Program	08/03/2015	05/30/2019	$0	Superintendent, Instructional Supervisors, School Administration, Teachers
RTI/Progress Monitoring/Pre-assessments	Students will complete three benchmark assessments and/or pre-assessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. Also, teachers are provided lists of students scoring at the novice level in the previous year's KPREP assessment.	Academic Support Program, Tutoring	08/03/2015	05/30/2019	$0	Teachers and Administration

Implementation and Impact Reports	On behalf of SBDM Councils, once each semester, Principal reports to the Board will include Implementation and Impact Reports (I & I Checks) for the Comprehensive School Improvement Plan (CSIP) along with concerns and needs.	Policy and Process	08/03/2015	05/30/2019	$0	Pikeville Elementary Principal and Pikeville High School Principal
Board Data Review	The local Board will review disaggregated data for student subgroups.	Policy and Process	08/03/2015	05/30/2019	$0	Superintendent and District Assessment Coordinator
Persistence to Graduation (PtG) Tool	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.	Academic Support Program, Policy and Process, Tutoring	08/01/2015	06/30/2019	$0	School Administration, Teachers
Parent Mentor	Upon request, parents who are new to the school will be paired with a "Parent Mentor." This information will be shared with all parents several times throughout the year via teacher open house notes, supply lists, and principal stakeholder e-mails.	Parent Involvement	08/08/2016	06/30/2017	$0	School Administration and Teachers
Increase Math Time	Due to the large amount of content and continued decline in test scores, additional time will be provided for math instruction to attempt to equal the amount of time provided for English Language Arts instruction at the elementary.	Direct Instruction	01/11/2016	05/30/2019	$0	Principal and Teachers
CIITS Training	Training will be provided on CIITS as needed.	Professional Learning, Academic Support Program	08/03/2015	06/30/2019	$0	CIITS Coordinator, Principals, and Staff
Intervention Team	Data team will meet after each benchmark assessment to identify targeted (gap) students, monitoring goal of 80% proficiency in reading and math core instruction plus checking the growth of all students. Focus on trends and patterns will be part of the review. (SWP 1, 2, 8, and 9)	Academic Support Program, Policy and Process	08/01/2015	06/30/2019	$0	Instructional Supervisors, Principals, and Teachers
Board/Stakeholder Collaboration	The local Board will extend Regular Board Meetings to include intentional collaboration with stakeholder groups within the district and across the larger community.	Community Engagement	08/03/2015	05/30/2019	$0	Superintendent
Board Review Plans	The Board will review school/district improvement plans and data relevant to decisions.	Policy and Process	08/03/2015	05/30/2019	$0	Superintendent, Board Chairman, Instructional Supervisor
Teacher Training on Instructional Materials	Teachers will be provided training on instructional materials through resources provided by vendors as professional development opportunities (flex).	Professional Learning, Academic Support Program	07/01/2015	06/01/2019	$0	Principal and Teachers

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Total	$0

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	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 63%.	Academic Support Program, Tutoring	08/01/2015	06/30/2019	$1000	School Administration, Teachers, Instructional Supervisor
Learning Management System (LMS)	The district will provide for both schools 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.	Technology, Academic Support Program	08/08/2016	06/30/2017	$12500	Superintendent, Board Members, Technology Coordinators, Instructional Supervisors, Administrators, Teachers
Software Resources	The district will provide technology software (including turnitin.com/PHS library databases).	Technology	08/03/2015	05/30/2019	$3000	Title VI Coordinator and District Technology Coordinator
Joint Board/Council Meetings	The local Board will host an annual meeting with SBDM Councils. Pikeville Elementary School will occur in October and Pikeville High School in February.	Policy and Process	08/03/2015	05/30/2019	$500	Superintendent
Web Page	The district web page will provide timely, relevant information to students, families, and community.	Community Engagement	08/03/2015	05/30/2019	$3000	District Technology Coordinator and District Public Relations Liaison
				Total	$20000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Professional Development	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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$200	Professional Development Coordinator, Principals, and Teachers

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Professional Learning Communities (PLCs)	District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$2000	Administrators, Teachers, Title I Coordinator, and Title II Coordinator
State Networks	Select teachers will participate in state teacher-leader networks. Teacher-leaders will share relevant information in district debriefing sessions and PLCs. (SWP 4)	Professional Learning	08/03/2015	06/30/2019	$1500	Instructional Supervisors, Principals, and Teachers
				Total	$3700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Longitudinal Data Collection	The district will provide Aspire tests for grades 7, 8, and 9 to facilitate longitudinal data for students in grades 7-11.	Academic Support Program	08/01/2016	06/01/2017	$8000	Superintendent, Board Chairman, School Administrators, Teachers
				Total	$8000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	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 63%.	Academic Support Program, Tutoring	08/01/2015	06/30/2019	$500	School Administration, Teachers, Instructional Supervisor
Monitoring of At-Risk Progress	Teachers will monitor at-risk students placed in Tier II or Tier III. Each nine weeks a team consisting of RTI teachers (K-8), instructional supervisor, and school administration will meet to evaluate progress of at-risk students looking at data provided from resources (STAR testing, Lexia, etc.). (SWP 1, 2, 3, 8, and 9)	Policy and Process	08/03/2015	05/30/2019	$5000	Principals, Instructional Supervisors, Teachers
				Total	$5500	

Title I Part A

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

Flexible Professional Development	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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$200	Professional Development Coordinator, Principals, and Teachers
Professional Learning Communities (PLCs)	District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$3000	Administrators, Teachers, Title I Coordinator, and Title II Coordinator
State Networks	Select teachers will participate in state teacher-leader networks. Teacher-leaders will share relevant information in district debriefing sessions and PLCs. (SWP 4)	Professional Learning	08/03/2015	06/30/2019	$1000	Instructional Supervisors, Principals, and Teachers
				Total	$4200	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Resources	If funding is available, the District will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Academic Support Program	08/11/2016	06/30/2017	$29000	Textbook Coordinator and Teachers
KIP Surveys	The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Academic Support Program	08/01/2015	06/30/2019	$0	Safe Schools Coordinator/DPP
State Networks	Select teachers will participate in state teacher-leader networks. Teacher-leaders will share relevant information in district debriefing sessions and PLCs. (SWP 4)	Professional Learning	08/03/2015	06/30/2019	$2500	Instructional Supervisors, Principals, and Teachers
Intervention Team	Data team will meet after each benchmark assessment to identify targeted (gap) students, monitoring goal of 80% proficiency in reading and math core instruction plus checking the growth of all students. Focus on trends and patterns will be part of the review. (SWP 1, 2, 8, and 9)	Academic Support Program, Policy and Process	08/01/2015	06/30/2019	$0	Instructional Supervisors, Principals, and Teachers
Vertical Alignment	Teachers will participate in vertical alignment activities during PLC sessions as needed. (Vertical PLCs will be as needed at elementary along with grade level teams.)	Academic Support Program	08/03/2015	05/30/2019	$0	Superintendent, Instructional Supervisors, School Administration, Teachers
Software Resources	The district will provide technology software (including turnitin.com/PHS library databases).	Technology	08/03/2015	05/30/2019	$8000	Title VI Coordinator and District Technology Coordinator
Board Data Review	The local Board will review disaggregated data for student subgroups.	Policy and Process	08/03/2015	05/30/2019	$0	Superintendent and District Assessment Coordinator
Monitoring of At-Risk Progress	Teachers will monitor at-risk students placed in Tier II or Tier III. Each nine weeks a team consisting of RTI teachers (K-8), instructional supervisor, and school administration will meet to evaluate progress of at-risk students looking at data provided from resources (STAR testing, Lexia, etc.). (SWP 1, 2, 3, 8, and 9)	Policy and Process	08/03/2015	05/30/2019	$5000	Principals, Instructional Supervisors, Teachers

Transition points	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 successful transition for each student. (SWP 7)	Direct Instruction	08/03/2015	05/30/2019	$0	Superintendent, Special Education Director, Instructional Supervisors, and School Administration
Board Review Plans	The Board will review school/district improvement plans and data relevant to decisions.	Policy and Process	08/03/2015	05/30/2019	$0	Superintendent, Board Chairman, Instructional Supervisor
Implementation and Impact Reports	On behalf of SBDM Councils, once each semester, Principal reports to the Board will include Implementation and Impact Reports (I & I Checks) for the Comprehensive School Improvement Plan (CSIP) along with concerns and needs.	Policy and Process	08/03/2015	05/30/2019	$0	Pikeville Elementary Principal and Pikeville High School Principal
Flexible Professional Development	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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$400	Professional Development Coordinator, Principals, and Teachers
Joint Board/Council Meetings	The local Board will host an annual meeting with SBDM Councils. Pikeville Elementary School will occur in October and Pikeville High School in February.	Policy and Process	08/03/2015	05/30/2019	$500	Superintendent
Web Page	The district web page will provide timely, relevant information to students, families, and community.	Community Engagement	08/03/2015	05/30/2019	$3000	District Technology Coordinator and District Public Relations Liaison
Purpose of Intervention Classes	The district will facilitate communication with parents regarding the purpose of intervention classes and specific ways they can help their students. Evidence of this activity will include parent contact log, intervention plans, and progress monitoring reports.	Policy and Process	08/03/2015	05/30/2019	$0	Instructional Supervisors, School Administration, and Teachers
Board/Stakeholder Collaboration	The local Board will extend Regular Board Meetings to include intentional collaboration with stakeholder groups within the district and across the larger community.	Community Engagement	08/03/2015	05/30/2019	$0	Superintendent
Monitor Wellness Trend Data	The district will monitor Wellness trend data available from programs currently implemented.	Other	08/03/2015	05/30/2019	$0	District Health Coordinator, Wellness Committee

Intervention Courses	Intervention courses for reading and math will be provided for targeted students to increase proficiency rates. (SWP 9 and 10)	Academic Support Program	08/03/2015	05/30/2019	$0	Director of Special Education, School Administration, Instruction Supervisors, Teachers
ESS	ESS tutoring will be offered at both schools determined by teachers and administration.	Academic Support Program, Tutoring	08/01/2015	05/30/2019	$41726	Administration and Teachers
Teacher Training on Instructional Materials	Teachers will be provided training on instructional materials through resources provided by vendors as professional development opportunities (flex).	Professional Learning, Academic Support Program	07/01/2015	06/01/2019	$0	Principal and Teachers
CIITS Training	Training will be provided on CIITS as needed.	Professional Learning, Academic Support Program	08/03/2015	06/30/2019	$0	CIITS Coordinator, Principals, and Staff
Professional Learning Communities (PLCs)	District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$5000	Administrators, Teachers, Title I Coordinator, and Title II Coordinator
RTI/Progress Monitoring/Pre-assessments	Students will complete three benchmark assessments and/or pre-assessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. Also, teachers are provided lists of students scoring at the novice level in the previous year's KPREP assessment.	Academic Support Program, Tutoring	08/03/2015	05/30/2019	$0	Teachers and Administration
Learning Management System (LMS)	The district will provide for both schools 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.	Technology, Academic Support Program	08/08/2016	06/30/2017	$12500	Superintendent, Board Members, Technology Coordinators, Instructional Supervisors, Administrators, Teachers
				Total	$107626	

Pikeville High School

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

Comprehensive District Improvement Plan

Pikeville Independent

Longitudinal Data Collection	The district will provide Aspire tests for grades 7, 8, and 9 to facilitate longitudinal data for students in grades 7-11.	Academic Support Program	08/01/2016	06/01/2017	$8000	Superintendent, Board Chairman, School Administrators, Teachers
Intervention Team Middle School	Junior High math/reading lab and regular content teachers will meet at the end of every nine weeks to monitor student progress and make RTI placement decisions.	Academic Support Program, Policy and Process	08/03/2015	06/30/2019	$0	Instructional Supervisors, Principals, and Teachers
Persistence to Graduation (PtG) Tool	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.	Academic Support Program, Policy and Process, Tutoring	08/01/2015	06/30/2019	$0	School Administration, Teachers
Dual Credit for Career Technical Education (CTE)	Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	CTE Coordinator, Instructional Supervisor, and School Administration
Credit Recovery	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 63%.	Academic Support Program, Tutoring	08/01/2015	06/30/2019	$4500	School Administration, Teachers, Instructional Supervisor
Transition Services	Transition services linkage to vocational rehabiliation services and higher education opportunities for students with disabilities.	Career Preparation/Orientation	08/03/2015	05/30/2019	$500	Director of Special Education
KYOTE, WorkKeys	Students who do not meet benchmark on ACT will be provided interventions and afforded the opportunity to take KYOTE and Work Keys to reach college readiness (College/Career Readiness).	Career Preparation/Orientation	08/03/2015	05/30/2019	$0	School Administration, and Teachers
Up-dating Technology	Technology upgrades will be provided as funding allows, this includes computers and calculators.	Technology	08/03/2015	05/30/2019	$27000	District Technology Coordinator and Title VI Coordinator
Administrative Team Meetings	School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Academic Support Program	10/03/2016	06/30/2017	$0	District and School Administration
				Total	$40000	

Pikeville Elementary School

Comprehensive District Improvement Plan

Pikeville Independent

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Up-dating Technology	Technology upgrades will be provided as funding allows, this includes computers and calculators.	Technology	08/03/2015	05/30/2019	$27000	District Technology Coordinator and Title VI Coordinator
Increase Math Time	Due to the large amount of content and continued decline in test scores, additional time will be provided for math instruction to attempt to equal the amount of time provided for English Language Arts instruction at the elementary.	Direct Instruction	01/11/2016	05/30/2019	$0	Principal and Teachers
Class Size Reduction	As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.	Class Size Reduction	08/01/2016	06/30/2017	$78000	Superintendent, Federal Programs Director, School Administration
Administrative Team Meetings	School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Academic Support Program	10/03/2016	06/30/2017	$0	District and School Administration
Parent Mentor	Upon request, parents who are new to the school will be paired with a "Parent Mentor." This information will be shared with all parents several times throughout the year via teacher open house notes, supply lists, and principal stakeholder e-mails.	Parent Involvement	08/08/2016	06/30/2017	$0	School Administration and Teachers
				Total	$105000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	After approved and posted to ASSIST.	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	Paperwork submitted, but there are no local institutions.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	Neglected institutions not in district.	

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	Currently all teachers are highly qualified.	

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

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 71.9%), middle (from 42.8% to 71.4%), and high school (from 37.3% to 68.7%) for all students in the non-duplicated gap group in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups in Pikeville Independent Schools: PES from 43.7 to 71.9, PJHS from 42.8 to 71.4, and PHS from 37.3 to 68.7 by 05/30/2019 as measured by K-PREP.

Strategy1:

Professional Development - A flexible professional development plan will be implemented to help address the need for content specific professional development as supported in the TELL Survey results.

Category:

Research Cited:

Activity - Flexible Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$200 - Title I Part A $200 - Title II Part A	Professional Development Coordinator, Principals, and Teachers

Activity - Professional Learning Communities (PLCs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide release time once each semester during the school day to allow Professional Learning Communities to meet. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$3000 - Title I Part A $2000 - Title II Part A	Administrators, Teachers, Title I Coordinator, and Title II Coordinator

Narrative:

All teachers are highly qualified. Ninety percent of our teachers have 4 or more years experience, students are equitably distributed and are taught by a highly qualified teacher.

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

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 79.6%), middle (from 63.9% to 82.0%), and high school (from 53.8% to 76.9%) students in 2019.

Measurable Objective 1:

collaborate to to increase the overall reading and math for Pikeville Independent Schools: PES from 59.1 to 79.6 and PJHS from 63.9 to 82.0 by 05/31/2019 as measured by K-PREP.

Strategy1:

Class Size Reduction - Using Title II funds to help reduce class size at elementary school. Lowering number of students at grade level is one research based strategy to implement.

Category: Human Capital Management

Research Cited: Hattie

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.	Class Size Reduction	08/01/2016	06/30/2017	$78000 - Grant Funds	Superintendent, Federal Programs Director, School Administration

Goal 2:

Increase the percentage of students who are college and career ready from 88.6% to 93% by 2019.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 88.6% to 93% by 05/30/2019 as measured by the Unbridled Learning CCR formula.

Strategy1:

Technology - The district will provide technology resources as funding is available.

Category:

Research Cited:

Activity - Software Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide technology software (including turnitin.com/PHS library databases).	Technology	08/03/2015	05/30/2019	$3000 - District Funding $5000 - Title VI	Title VI Coordinator and District Technology Coordinator

Activity - Up-dating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology upgrades will be provided as funding allows, this includes computers and calculators.	Technology	08/03/2015	05/30/2019	$13000 - Other $14000 - Title VI	District Technology Coordinator and Title VI Coordinator

Activity - Learning Management System (LMS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide for both schools 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.	Technology Academic Support Program	08/08/2016	06/30/2017	$12500 - District Funding	Superintendent, Board Members, Technology Coordinators, Instructional Supervisors, Administrators, Teachers

Goal 3:

Increase the average combined reading and math proficiency ratings at the elementary (from 43.7% to 71.9%), middle (from 42.8% to 71.4%), and high school (from 37.3% to 68.7%) for all students in the non-duplicated gap group in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups in Pikeville Independent Schools: PES from 43.7 to 71.9, PJHS from 42.8 to 71.4, and PHS from 37.3 to 68.7 by 05/30/2019 as measured by K-PREP.

Strategy1:

Professional Development - A flexible professional development plan will be implemented to help address the need for content specific professional development as supported in the TELL Survey results.

Category:

Research Cited:

Activity - Flexible Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 or the Professional Development Coordinator before hours can be applied. (SWP 3, 4, and 5)	Professional Learning	08/03/2015	05/30/2019	$200 - Title I Part A $200 - Title II Part A	Professional Development Coordinator, Principals, and Teachers

Activity - Professional Learning Communities (PLCs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed. (SWP 3 and 4)	Professional Learning	08/03/2015	05/30/2019	$2000 - Title II Part A $3000 - Title I Part A	Administrators, Teachers, Title I Coordinator, and Title II Coordinator

Strategy2:

Parent Involvement - Strategies to help increase parent involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Mentor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon request, parents who are new to the school will be paired with a "Parent Mentor." This information will be shared with all parents several times throughout the year via teacher open house notes, supply lists, and principal stakeholder e-mails.	Parent Involvement	08/08/2016	06/30/2017	$0 - No Funding Required	School Administration and Teachers

Goal 4:

Facilitate improved communication among all stakeholders.

Measurable Objective 1:

collaborate to improve communication with parent and community stakeholders by 05/30/2019 as measured by stakeholder surveys.

Strategy1:

Communication - By increasing communication with stakeholders this will promote collaboration and shared vision.

Category: Continuous Improvement

Research Cited:

Activity - Joint Board/Council Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The local Board will host an annual meeting with SBDM Councils. Pikeville Elementary School will occur in October and Pikeville High School in February.	Policy and Process	08/03/2015	05/30/2019	$500 - District Funding	Superintendent

Activity - Board/Stakeholder Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The local Board will extend Regular Board Meetings to include intentional collaboration with stakeholder groups within the district and across the larger community.	Community Engagement	08/03/2015	05/30/2019	$0 - No Funding Required	Superintendent

Activity - Purpose of Intervention Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will facilitate communication with parents regarding the purpose of intervention classes and specific ways they can help their students. Evidence of this activity will include parent contact log, intervention plans, and progress monitoring reports.	Policy and Process	08/03/2015	05/30/2019	$0 - No Funding Required	Instructional Supervisors, School Administration, and Teachers

Activity - Web Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district web page will provide timely, relevant information to students, families, and community.	Community Engagement	08/03/2015	05/30/2019	$3000 - District Funding	District Technology Coordinator and District Public Relations Liaison

Activity - Monitor Wellness Trend Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will monitor Wellness trend data available from programs currently implemented.	Other	08/03/2015	05/30/2019	$0 - No Funding Required	District Health Coordinator, Wellness Committee

Goal 5:

The Pikeville Independent District will decrease the number of students performing at the novice level (novice reduction) by 50% in the year 2019 in the areas of reading and math.

Measurable Objective 1:

collaborate to decrease the number of students performing at the novice level (novice reduction) by 50% in the areas of reading and math by 05/30/2019 as measured by the KPREP assessment.

Strategy1:

Administration Team Meetings - Administrative meetings to help monitor progress in meeting goals toward school improvement.

Category: Continuous Improvement

Research Cited:

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Academic Support Program	10/03/2016	06/30/2017	$0 - No Funding Required	District and School Administration

Executive Summary

Introduction

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

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

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Pikeville Independent School District is located in Pikeville, Kentucky, population 6,306. Nestled in the coalfields of the Appalachian Mountains, Pike County covers approximately 780 square miles. It is the largest county in the state of Kentucky and the third largest banking center in the state.

The county seat, Pikeville, was twice voted one of "The 100 Best Small Towns in America" and is home to the Cut-Thru Project, which has been called "The Eighth Wonder of the World." Within 2 miles of our schools, we have the University of Pikeville. UPike, as it is known locally, offers numerous career majors, an MBA program, and now houses, in a newly completed facility, the Kentucky College of Osteopathic Medicine. UPike most recently has announced plans for the addition of a school of optometry. Plus we have Big Sandy and Community Technology College within our district. With the upcoming 40 million dollar facility planned to be added to the area, we are in hopes of additional opportunities to be provided for our students.

With the expansive East Kentucky Exposition Center centered in downtown Pikeville, our community is able to enjoy entertainment and sports events and attend concerts with popular artists in a large venue. Recently added to our town is the Jenny Wiley Theater. Within a 30 minute drive, our community can visit the East Kentucky Science Center, Jenny Wiley Outdoor Theater , Mountain Arts Center and a variety of restaurants and shops. Located only a few miles from town, the community has access to a beautiful natural environment at The Breaks Interstate Park.

The Pikeville Independent School District consists of Pikeville Elementary School, grades preschool through six, and Pikeville High School, grades 7 through 12, and serves a total of 1,195 students. Both schools house a principal, an assistant principal, a guidance counselor, a school nurse, and a Family Resource/Youth Services Center. The schools share a gifted education resource teacher, band teacher, and chorus teacher who are half-time at each school, along with a speech therapist and occupational therapist. We are committed to maintaining our current and historical status as a district with 100% highly qualified staff teaching within their particular certification areas. Eighty full time certified teachers are employed by our district.

It is widely known throughout our community, region and even state that Pikeville Independent School system provides an exceptional education and this knowledge is strongly supported by the number of tuition students who choose to come to our schools (34%). With an average attendance rate of 96%, our parents and students understand the importance of education in the new global economy and stress the significance of a quality educational background prior to college or career.

As the local community and American economy changes, though, we are faced with an influx of new clientele and a growing gap of students who have great family support and good socioeconomic status versus those students who do not. The free and reduced lunch category has slowly increased every year. We are currently seeing percentages at around 44%. Because we envision campuses that help and support every child, we are constantly evaluating our clientele and creating programs and safety nets to meet the needs of this 'newer student' in the Pikeville community. Overall, Pikeville Independent Schools provides a safe, caring environment for ALL students and attempts to prepare every child for the future he or she deserves.

System's Purpose

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

The mission of the Pikeville Independent School District is to provide a meaningful, integrated education in a positive, nurturing environment to develop each student as a lifelong learner and a responsible citizen in a global community. Our schools are places where students can become what they dream of becoming, places where there is hope and trust and love, places where being a good student is a positive thing. They are also places where we place great importance on "community" and the value of family. We put a high priority on making sure that students are ready to be productive individuals who can compete in a global society when they graduate. We also know that it is equally important for our students to be successful in school.

At the elementary level, our goals include; assisting "at-risk" students through a Response to Intervention (RTI) program in math, reading and behavior; using formative and summative assessments and differentiated instruction to ensure that all students are learning; and effectively implementing new English Language Arts and Math standards. In accordance with Kentucky law, students in grades 4-6 are identified for the district gifted education program and are provided with service options to encourage continuous development of their strengths. Grades K-3 have the opportunity for enrichment activities through a primary talent pool program.

At the junior high and high school levels, we continue to assist struggling students through reading and math intervention classes. All students have opportunities to be challenged to the fullest through honors, Advanced Placement (AP) and dual-credit courses. Students who demonstrate content mastery are allowed to accelerate through certain courses and move on to more advanced work. Students in grades 7-12 continue to be identified for the gifted education program and service options provided.

It is a district, school, and community expectation that Pikeville Independent Schools will maintain the highest standards of excellence and will continue to be among the highest performing districts in the state.

To help understand the true spirit of Pikeville Independent, view "The History of Pikeville Independent" at http://www.youtube.com/watch?v=IzxrE_Po5VA.

Notable Achievements and Areas of Improvement

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

Pikeville Independent School District has attained notable achievements in many areas. Both Pikeville Elementary and Pikeville High are Southern Association of Colleges and Schools (SACS) accredited schools and the district has been chosen as one of 17 Kentucky school districts to receive the 2012 SchoolMatch 21st Annual "What Parents Want" award. Only 16 percent of the nation's 15,571 public school districts (2,437) have been recognized for meeting the needs of families choosing schools. We are proud to celebrate 101 years as a school system this year.

Allowing students the opportunity to succeed in their next steps after high school continues to be a district goal each year. Our juniors ranked 3rd in the state as a district on the ACT composite. The Pikeville Elementary, Junior High and High School were all listed as distinguished schools this past year. Pikeville Independent placed 17th in the state on K-PREP as a district. We consistently maintain a high graduation rate (97.5% for 2015-16), 100% highly qualified staff, community support and involvement, a rigorous curriculum, low retention rates for students, and a low dropout rate.

Currently, at the high school, 91 of 194 juniors and seniors (47%) are taking one or more dual credit courses through UPike and Big Sandy Community and Technical College. Our high school offers 9 AP courses with 48% of the junior and senior class are enrolled in at least one AP course.

The Arts and Athletic achievements are also valued by our district. Our most recent celebration of success would be our football team winning the 2015 All A State Football Championship. Twenty-three students from both schools were selected for All-State chorus, which is our largest number to be selected to date. We had 11 students place in the 2016 KMEA District Nine Senior High All-District Concert Band. This year, the boys soccer team won to the regional tournament. Our volleyball team was district champions. We also had one student win region in golf as an individual. Both the junior high and high school cheer squads have qualified for Nationals. The high school squad holds the impressive record of 6-time defending KAPOS regional champions. We continue to offer new activities for our students with the recent addition of wrestling and archery.

As all districts, we are continuously seeking ways to improve. We monitor progress to look at areas to develop. Reading and math are a major focus within our district. Pikeville Independent School District is proud of the effort and dedication toward excellence and the strong, supportive, caring environment we provide. Our goals for future achievements are to maintain our ranking as a distinguished district and to continue to provide our students with the highest quality education possible.

Additional Information

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

At Pikeville Independent Schools we make an attempt to teach the whole child. Every child is respected and we find ways to promote growth in every area of student life from academics to extra-curricular activities, thereby providing a climate conducive to the development of a well-rounded student. We teach respect and tolerance and seek to instill a desire to succeed and excel above and beyond standardized expectations. It is our desire to teach children to become productive, community-minded citizens with a sense of self-worth and pride in school and community.

Geographically we have been limited in opportunity as compared to larger urban areas; however, we consider ourselves to be an oasis in the mountains.