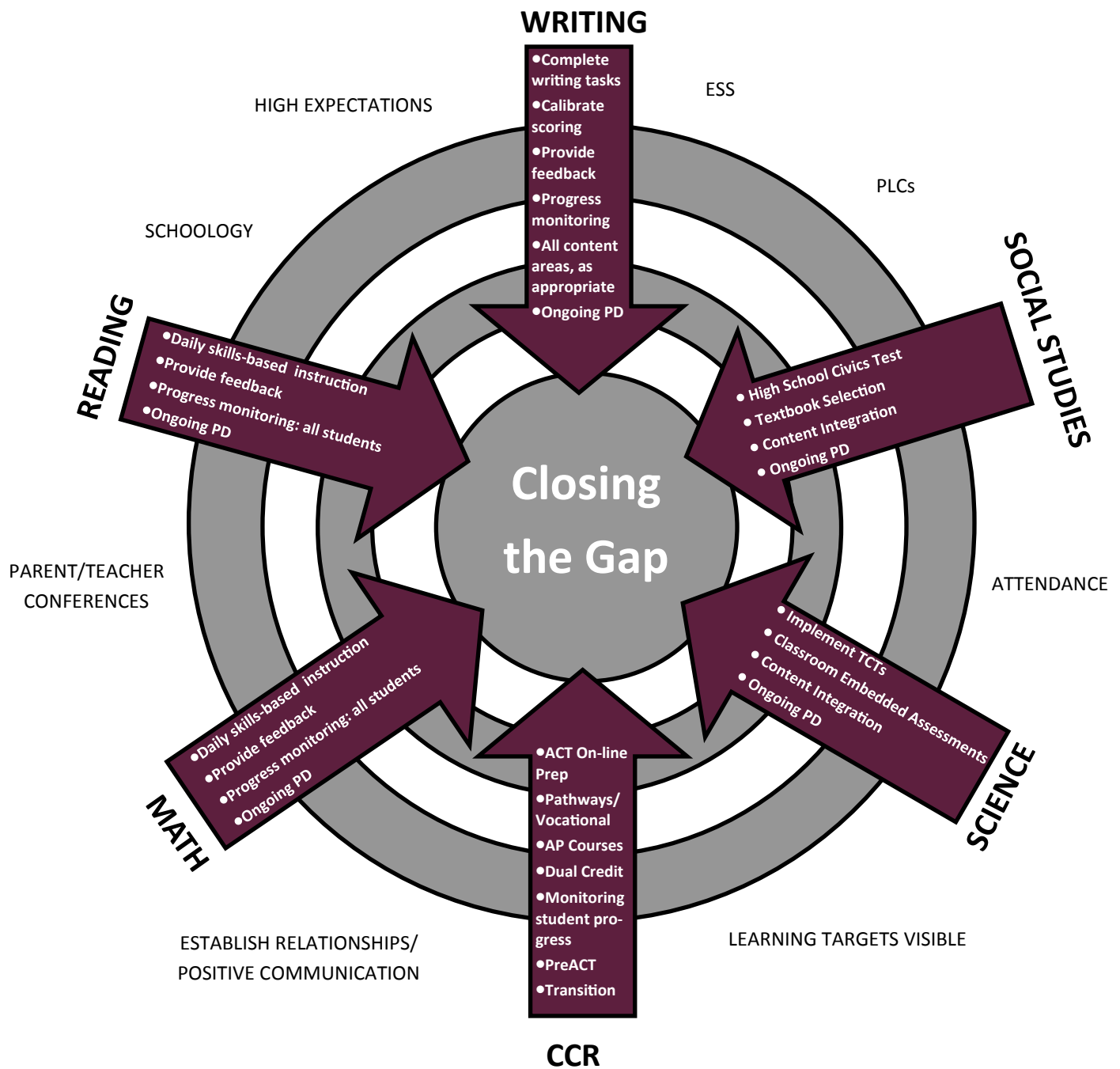


PIKEVILLE INDEPENDENT

IMPROVEMENT PLAN



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.



2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Pikeville High School

David Thomas
120 Championship Drive
Pikeville, Kentucky, 41501
United States of America

Last Modified: 11/14/2017

Status: Open

TABLE OF CONTENTS

Part I 3
Part II 5
Part III 6
ATTACHMENT SUMMARY..... 7

KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Mary Belcher, Instructional Supervisor David Thomas, Principal Candi Roberts, 7th Grade Teacher Jackie Priode, 8th Grade Teacher Scott Bersaglia, Chair Arts and Humanities Susan Kennon, Chair Science Dept. Ashley Adams, Chair Math Rebecca King, Chair Language Arts Brandon Blackburn, Technology Laura Cooley, Chair Social Studies Yvette Triplett, Parent Dawn Stewart, Guidance Counselor

COMMENTS

Please enter your comments below.

Invited additional parents, but did not show for meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Relationship building was scored as a proficient rating. Parents report that school staff is friendly and welcoming. Our school staff understands and demonstrates the importance of building strong relationships with parents to increase student achievement. Use of technology (Schoology, Remind App, Stakeholder Email, Teacher Web Pages, etc) increases communication efforts to inform parents and community of school information related to academics and extra-curricular activities. School staff works to collaborate with stakeholders in developing policies and procedures, to resolve issues and complaints and identify needed improvements.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Providing parent-teacher conferences at convenient times for parents. Improve stakeholder access to course/curriculum information. Provide new student/parent orientation each semester. Invite academic/community partners in for parent workshops on transition to post secondary opportunities.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

Schedule parent/teacher conference times/opportunities for each semester. Improve access on website to course/curriculum information. Plan and implement new student parent orientation for each semester. Plan and implement workshops for parents with community academic partners.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

1. Teachers have time available to collaborate with colleagues--Allowed teachers planning/PD time to meet vertically to align curriculum in science and math. Also, used during school day PLC groups to analyze data on writing from grades 7-11. Social Studies teachers were provided time to review new standards and textbook options. 2. School administrators consistently enforce rules for student conduct--a more concentrated effort to communicate discipline consequences between administrators and teachers. Administration will explore the option of using electronic or paper discipline referrals by surveying teachers.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We will use the SBDM Council structure to involved stakeholders in our development process. Parents will continue to be invited to be a part of all committees, academic and administrative. Students are involved through their participation in extra-curricular groups, such as Student Council and Class Officers.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

Pikeville High School Phase II: School Safety Report

Phase II: School Safety Report

Pikeville High School
David Thomas
120 Championship Drive
Pikeville, Kentucky, 41501
United States of America

Last Modified: 10/30/2017
Status: Locked

TABLE OF CONTENTS

School Safety Diagnostic for Schools 3
ATTACHMENT SUMMARY..... 5

Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes. Pikeville High School has a school Emergency Management Plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

Provide the date of adoption in the comments box below.

Yes, the Pikeville High School SBDM Council approved the Emergency Management Plan at it's October meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

Provide the date of adoption in the comments box below.

Yes, the SBDM Council adopted at October meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes, the Pikeville City Police and Fire Departments have copies of our EMP and building floor plans.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

Provide the date of the review in the comments box below.

Yes, met with first responders on August 30 and Council approved at October meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

Provide the date of the review in the comments box below.

Yes, on opening day, August 9

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes, on August 30.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes August 30

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

Provide the date of the review in the comments box below.

Yes, August 30 all drills were conducted.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.


13. Are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Drills are scheduled for January 9 (weather permitted)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Pikeville HS SBDM Council Emergency Management Plan Policy	Pikeville HS SBDM Council Emergency Management Plan Policy	2

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Pikeville High School

David Thomas
120 Championship Drive
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/22/2017

Status: Open

TABLE OF CONTENTS

Equitable Access to Effective Educators School Diagnostic 3
ATTACHMENT SUMMARY 5

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Free/reduced lunch and special education students are our largest gap groups. As a school we have a more intentional focus on these students this year. As a school, we have a low teacher turn over rate at 2.7%. The majority of our turnover is teachers retiring. All of our students have exposure to experienced teachers since 89.19% of our teachers have 4 or more years experience. Our school is in the top 5 when it comes to teacher pay.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Our students that appear to be most at risk are our students in poverty and students with disabilities. We are working to monitor students closely. The majority of our teachers (89%) have more than 4 years of experience, all students have equitable access. When a teacher is new, they are paired with an experienced teacher as a mentor for KTIP. Also, team leaders and department chairs work to provide support for our less experienced teachers.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

See attached graphic and district goal builder attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in

the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.



NOTE: Attachments Optional

See attached graphic and district goal builder attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Graphic of Pikeville Independent Improvement Plan	One page graphic to summarize improvement for each content area.	''
 School Equity Data for Pikeville High School	School Equity Data for Pikeville High School	''

[illegible]

Phase II: The Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

Pikeville High School
David Thomas
120 Championship Drive
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/21/2017
Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3
ATTACHMENT SUMMARY..... 6

Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our administrative staff at each school meets when scores are released. Each school reviews data with teachers which is documented on our planning/professional development days. Our District Assessment Coordinator presents information to our board and administrative teams. Principals review data with their councils and continue to progress monitor throughout the year. Principals also present implementation and impact checks to the board once a semester.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Non-Academic Data - 10% increase in recorded behavior events for our free and reduced students. Teacher attendance rate is high. For 2015-2016, teacher attendance rate was 95.7% compared to 95% for the 2016-2017 school year. The attendance rate decreased only 0.7%.

Academic Data - In reading non-duplicated Gap group for 2017 scoring proficient/distinguished PJHS had a decrease 4.3% with PHS increasing 8%. In math the non-duplicated group for 2017 scoring proficient/distinguished PJHS had an increase of 11.6% with PHS increasing 28.3%. In math, even with increases none of the schools met their delivery target in math for our non-

duplicated gap group. Both content areas saw a decline in free/reduced students percentage. We had few students score distinguished in our non-duplicated gap group in writing. All content areas need to give more focus to our free and reduced lunch population students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

As a district we are seeing a trend in writing for the past two years at the middle school level. At the middle school level, there was a drop of 25% of our non-duplicated gap group in writing. We are also see a trend in our middle school reading, math, and writing not meeting delivery targets. Our school is making an effort to provide focus on our gap students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

As a district we are seeing a trend in writing for the past two years at the middle school level. We are focusing on writing. With support of teachers having success and trainings being provided, we have a team working to target our writing. We are also see a trend in our middle school reading, math, and writing not meeting delivery targets. More intentional moderating of data and targeting of our gap population is being done at all schools. Our ACT scores for the past two years are at an all time high. We are providing additional tutoring for ACT during our ESS time.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Review, Analyze and Apply Data Results - Our focus will be on process and practice of data use. We will be monitoring our students data with universal screeners and classroom assessments to determine next steps in our instruction to address the needs of our students. Assessment Literacy - We have a writing teams that is assisting in scoring of writing tasks and to check/calibrate our scoring of students' writing. Deployment of Standards - Teachers that have been involved in

trainings with science and math are providing PD vertically to share upcoming changes with colleagues in the district.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.




Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate is currently 96.3%. High school EOC's received maximum point value for Algebra II, Biology, and English 10. Writing at the high school has continued to meet delivery targets. ACT scores have been at an all time high for our school for the past two years, placing us in the top 5 for ACT scores.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Embargoed Preliminary Summary Results Comparison (2016-2017)	Preliminary data summary allowing us to compare 2016 to 2017	, , , ,
 PHS Graphs Comparing 2016 to 2017 GAP Performance Levels	PHS Graphs Comparing 2016 to 2017 GAP performance levels for each content area	, , , ,
 PJHS Graphs Comparing 2016 to 2017	PJHS Graphs Comparing GAP groups in 2016 to 2017 by performance levels for each content area	, , , ,

Phase III: Executive Summary for Schools

Phase III: Executive Summary for Schools

Pikeville High School
David Thomas
120 Championship Drive
Pikeville, Kentucky, 41501
United States of America

Last Modified: 12/20/2017
Status: Open

TABLE OF CONTENTS

Executive Summary 3

ATTACHMENT SUMMARY..... 8

Phase III: Executive Summary for Schools

Executive Summary

Description of the School

Describe the school'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 serves?

Pikeville High School is located in the Pikeville Independent School District in Pikeville, Kentucky. We recently celebrated our 100th anniversary. The PHS Class of 2016 was the 100th class to graduate. 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. Despite the demise of the coal industry and declining population trends throughout the region, the City of Pikeville demonstrates an increase in population. The county seat, Pikeville, was twice voted one of "The 100 Best Small Towns in America" and is home to the CutThru Project, which has been called "The Eighth Wonder of the World." Within 4 miles of our school, we have both a community college campus, Big Sandy Community and Technical College and a private college, the University of Pikeville which houses graduate programs in business and education and an osteopathic medicine school, and soon-to-be optometry school. UPIKE recently hired Dr. Burton Webb as president. We have a large chain of healthcare offerings from Pikeville Medical Center who recently partnered with the Mayo Clinic. Two private schools feed elementary children into our junior high program from St. Francis and Christ Central Christian School. With the expansive East Kentucky Exposition Center centered in downtown Pikeville, our community is able to enjoy entertainment and sporting events and attend concerts with popular artists in a large venue. Recently added to the community was Pikeville Commons which has added new stores and restaurants to the area. Within a 30 minute drive, our community can visit the East Kentucky Science Center, Jenny Wiley 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 National Park. There are 560 students at Pikeville High School in grades 7 through 12 with a total population of 1260 district-wide in conjunction with our sole elementary school in the district. Pikeville High School houses a principal, an assistant principal, a guidance counselor, a librarian, a school nurse, a youth advocate (Youth Services Center), 37 certified staff including a part-time gifted and talented teacher, part-time vocal music teacher and 26 classified staff. Pikeville High School is committed to maintaining its current and historical status as a school with 100% highly qualified staff teaching within their particular certification areas. 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 school (35%). With an average attendance rate of 95.6%, 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. Approximately 97% of Pikeville High School students will go on to pursue some type of secondary education. With a rigorous curriculum, numerous AP course offerings and dual credit courses offered by surrounding institutions, Pikeville High School consistently prepares the student body for the challenges of an ever-changing economy and increasingly technical world. 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 with a rate of 30% as of Dec. 1, 2016. Because we envision a campus that helps and supports 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. With a large number of students in extracurricular activities (approximately 75%), we know that kids love coming to school and even staying after the school

day ends. As a hub in the community, our doors are open almost all hours every evening of the week and usually on weekends to reinforce the idea that school is and should be the center of an active community. Overall, Pikeville High School provides a safe, caring environment for ALL students and attempts to prepare every child for the future they deserve.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Pikeville High School is to provide a meaningful, integrated education for all students in a positive, nurturing environment. Pikeville High School is a place where ALL students can excel. The Site Based Decision Making Council communicates the WHOLE school mission and vision as: * Mission Statement: We believe sitebased decision making will help facilitate true teamwork, reflecting overall student improvement, raising student and teacher morale, and creating strong school and community relations. Site-based decision making will promote an atmosphere of equal worth for all school staff, the students, the parents, and the community. Our Vision Statement is "The vision of Pikeville Junior/High School is to prepare students to become engaged citizens who are responsible and productive in life." Pikeville High School is a place where ALL students can excel. The vision clearly states how our school plans every activity to continue diligent efforts to improve ALL aspects of student performance and address the "whole" person in and out of the classroom setting. With Extended School Services, students have access to individual peer and teacher tutoring to help meet their academic and even social needs. These (all) students can receive help in any and all academic areas up to 2 or 3 times per week. Often, older students will act as mentors to younger students and individual teacher attention helps boost student performance and sense of success. With local and statewide focus on Response to Intervention (RTI), we are constantly striving to offer new programs to meet the needs of students with both reading and math offerings at the middle school level and math at the high school level. The middle school courses are reevaluated at the end of each 9 weeks to determine which students need to stay in RTI or move on to an elective course. At the high school level they are evaluated at the end of the semester. It is imperative that Pikeville create programs that address the intervention needs of high school students as well. Annually, teachers evaluate and document various strategies that they use to help intervene with "gap" students. Additionally, twice yearly, teachers evaluate and document various strategies to help support gifted and talented identified students. The data generated will continue to help us form the programming and curriculum we need to meet the needs of our staff and students. Pikeville High School envisions maintaining an atmosphere that supports the holistic school experience. Our goals for student performance range from increasing the number of students participating in extracurricular activities to success in everyday campus life to high scores on PSAT, ACT Aspire, ACT, and other standard testing items. With the ACT being the most widely accepted college entrance exam, the state of KY has been testing all juniors for the past four years (upcoming test is March 21, 2017). This test attempts to predict high school students' general educational development and ability to complete college level work. Since 2010, the junior class Pikeville High School has surpassed state and national averages on ACT with an average score of 21 on the junior year assessment. Since 2010, the graduating classes of PHS have scored an average of 21.5. Our ACT state ranking continues to rise with continued efforts to integrate ACT content into regular classroom instruction. Our highest ranking has been the junior class of 2016 with a state ranking of 7th among schools (3rd highest district) and a composite average score of 22.8 (highest in school history). In the past, students in grades 7 and 8 have taken the EXPLORE to help predict future scoring on ACT and students in 9 and 10 have taken the PLAN for the same reason. Due to ACT discontinuing these assessments,

this year we have chosen to implement the ACT Aspire for grades 7-9 and a practice ACT for grade 10. Consistently, our students score above state averages on these types of CCR assessments. The school takes and analyzes this information for use to drive and improve instruction. Pikeville High School is proud to surpass graduation rate goals each year. Our 5 year cohort graduation rate for 2014 was 96.1%, but dropped to 90.3% percent for the class of 2015. We have identified as a gap group in graduation rate as white males. In efforts to bring graduation rates back up, we are extended our ESS offerings and credit recovery budgets. Also, our local ATC has begun offering more programs of interest to our males who do not excel in a traditional classroom setting. Through PLCs, staff learn to differentiate instruction, use formative assessment effectively to change and improve daily instruction and create summative assessments that truly identify an individual student's achievement or lack thereof. We also analyze student work to identify weaknesses in curriculum and instructional strategies. With a wide variety of Advanced Placement courses and dual credit classes offered through the local colleges, we cater to every "type" of student. We are in our second year of the Big Sandy Early College Academy. We have students who are dual enrolled at Big Sandy Community College and Pikeville High School. These students will concurrently earn a high school diploma and an Associate's Degree. This is at no tuition cost to the student. So, basically, the students are getting two free years of college. AP testing is mandatory for every student enrolled in an AP course with the District paying for the exams at an average cost of \$20,000 per year. Finally, in the past school year, we have spent approximately \$10,988 on each student. With a student teacher ratio of 15.1, Pikeville High School offers a quality education in a small size classroom with individual attention for all students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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

Pikeville High School believes that we should always strive to evolve and perfect the education we offer to our community. It is easy for schools to rest on reputation and become stagnant and Pikeville works hard to avoid that pitfall. Because of the many programs offered, we feel Pikeville High School provides numerous opportunities for ALL students to invest in a special interest. For example, Pikeville offers numerous online, AP, and dual credit courses, a weekly newspaper and weekly newscast directed by students, band, dance, drama, chorus/choir, Teens Who Care Club, National Honor Society, Beta Club, FBLA, Pep Club, Student Council, Youth Leadership Council, Student Advisory Committee, an extremely active and competitive academic team at both junior high and high school levels, basketball, soccer, football, golf, wrestling, archery, volleyball, tennis, cheerleading, softball, baseball, CEDAR Coal Fair Projects, writing opportunities for publication, art, various field trips and many, many others. These opportunities allow our diverse staff and student body to find a place where they may excel and "shine". The accomplishment we are very proud of as a community is the recent celebration of our 100th year. We have earned the District of Distinction title, received the rating of Distinguished each year, and been named a Career and College Readiness School of Distinction. For the class of 2016 we earned a 90% College and Career Readiness rating, which is above the state average. This year we are the 17th highest scoring school district in the state. Our top achievements in the past three years include a First Place National title for FBLA in Social Media Campaign, along with numerous state titles. A State 1st place title in High School Governor's cup Quick Recall and Top Ten finishers in Composition and Social Studies. Middle School Quick Recall with an Elite 8 placement in Governor's Cup Quick Recall with numerous District and Regional wins at both levels. A 2nd place Nationals win in Spelling for Beta Club. A State Title for Beta Club in Group Talent, Recycled Media Art, and Spelling, along with a 3rd place in Science II and a 2nd place win in On-site Acrylic Painting. Three

National Merit Semi-finalists, plus one National Merit Finalist. Our Junior High Cheerleading Competition Squad was the 2015 UCA Small Junior High National Champions. Our high school cheerleading squad captured the 2016 small varsity UCA National Championship and most recently the KHSAA Small Varsity State Championship. One state winner and national semi-finalist for the Wendy's High School Football award. Two Miss Pike County winners. Over \$125,000 earned in KEES money for the Class of 2015 and 2016. An average total amount of scholarship money earned for the past three years of 3 million dollars. 11 students accepted into the Governor's Scholars Program. 5 students accepted into the Governor's School for Entrepreneurs. 3 alternates accepted into the Governor's School for the Arts in Vocal Music and Creative Writing. The 2014 winning group of the UPIKE Entrepreneur Challenge. An International 3rd place for the Middle School Community Problem Solving Team, Junior Division. We have numerous All county and All-festival participants in both instrumental and vocal music. Nineteen students from both schools were selected for All-State chorus, (7 in high school, 6 in middle school, and 6 in elementary). We had 23 students selected for the All County Band. Our high school academic team was district champions, with our middle and elementary teams both winning region. This year, the boys soccer team won the All A regional tournament as did our Boys Golf Team. Our Baseball, Softball, and Football team all won district championships. For the first time in 10 years our cross country team qualified for state. Our Cooking Team was 2nd in the State at the recent Kentucky State Fair cooking their signature Layered Taco Bowl. The middle school Future City Team has won the State Champs title two of the past three years and also won Best Model last year. Students in the MathCounts Middle School Team has had one student receive a full scholarship to the University of Kentucky for placing 1st in the Regional Competition and the Team overall has placed 2nd two years in a row at Region receiving a trip to the state level of competition. In 2014 a student received a \$5,000 scholarship to Western Kentucky University. The Middle School has had 5 students accepted into the Rogers Explorers program. The High School has had 1 student accepted into the Roger's Scholars Program. In the past three years, eight students have been accepted to the Robinson Leaders Program. With one student earning a full ride scholarship to the University of Kentucky. Regional champs in All A boys basketball 2013, Regional All A softball winner in 2014 and 2015 plus the 2014 team advanced to the final four, 2014 undefeated regular season by our football team and the 2015 recently won the KHSAA Class 1A State Championship, 2015 Boys Regional Soccer Champions, 2015 Boys Golf Regional Champions and numerous district titles in various sports. One student advanced to state competition in archery in our inaugural season. Also we have had several individual state advancements in golf, wrestling, and tennis during the 2014-2015 school year. For Areas of Improvement we have identified career planning and mentor-ship as an area we could improve. We continue to look for the right adviser/advisee program that fits our schedule. The students have asked for more high-interest electives in the curriculum, so in the past three years we have offered courses like Fantasy and SciFi Literature, History through Film, Forensic Science, and American Pastimes. Also, new staff mentor-ship is an area for improvement. More collaboration time and peer observations could be implemented to improve this standard.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Pikeville has many initiatives for which we feel proud. Our ACT scores that consistently range above state and national averages is one accomplishment that makes us unique. Our extra-curricular activities remain competitive at the state and national levels. Our consistent, intensive planning and data analysis sets us up for success. We are especially proud of our intervention

processes to meet the needs of all students in spite of growing socioeconomic gaps in our student body. The ongoing evaluation that takes place for various initiatives is another outstanding trait of our school. Pikeville High School includes stakeholders in every facet of decision-making including student and parent power to vote in committees. We can boast a high college and career readiness rate, a high college matriculation rate, 100% highly qualified staff, community support and involvement, a rigorous curriculum, low retention rates for students, and a low dropout rate. Pikeville is proud of the ground breaking work we've completed with our PLCs and the assessment literacy process. We are proud of the parental involvement shown within our school and the school spirit we have. As well, we are quite proud of our hiring practices and dedication to quality. Overall, Pikeville High School is proud of the effort and dedication toward excellence and the strong, supportive, caring environment we provide for every student. Our school culture is at a very high level as evidenced by our success in and out of the classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the average combined reading and math K-PREP scores for middle (from 63.9% to 77%) and high school (from 53.8% to 79%) students in 2019.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the overall reading and math for Pikeville Independent Schools: PJHS from 63.9 to 73 and PHS from 53.8 to 78 by 05/31/2018 as measured by state testing.	Review, Analyze, and Apply Data	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.	Student improved grades	End of 9 Weeks	General Fund for assessments \$3,000
		All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.	Improved performance of gap students	End of 9 Weeks	None
	Design, Align, and Deliver Support	If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.	Books purchased	Meetings to review materials. Selection made by May 2018	Flex Focus and General \$40,000
		Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs.	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General \$4,000

Goal 1: Increase the average combined reading and math K-PREP scores for middle (from 63.9% to 77%) and high school (from 53.8% to 79%) students in 2019.					
		Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skill for our students	Team meetings	PD for subs \$500

2: Gap
State your **Gap** Goal

Goal 2: Increase the average combined reading and math proficiency ratings at the junior high (from 42.8% to 60%), and high school (from 37.3% to 61%) for all students in the non-duplicated gap group in 2019.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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: PJHS from 42.8 to 60, and PHS from 37.3 to 61 by 05/30/2019 as measured by state testing.	Review, Analyze and Apply Data	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.	School improvement	Board minutes and SBDM minutes	None
		Principal and faculty will review disaggregated data for student subgroups.	Data analysis	Board minutes	None
		Develop rigorous and achievable goals that close achievement gaps and support the unique strengths and needs of the student. For disability related need(s), the IEP team will develop rigorous and achievable goals that are designed to close the student's achievement gaps in academic achievement and functional expectations. A goal may address more than one disability-related need and all goals ensure alignment among baseline, level of attainment, and progress monitoring.	IEPs	IEPs and conferences	None

Goal 2: Increase the average combined reading and math proficiency ratings at the junior high (from 42.8% to 60%), and high school (from 37.3% to 61%) for all students in the non-duplicated gap group in 2019.					
	Design and Deliver Instructions	Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.	Improved grades and scores	Classes and lessons	None
		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.	Successful transitions	Progress monitoring	None
	Establishing a Learning Culture and Environment	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.	Improved TELL survey results for PD	Documentation of PD	None
		District will provide release time once each semester during the school day to allow Professional Learning Communities to meet, as needed.	Survey results	Meeting Notes	PD, Title II \$2,000

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Increase the 4-year adjusted cohort graduation rate from 89.2% to 97% by 2019-2020.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the freshman graduation rate from 89.2% to 97% by 05/30/2020 as measured by graduation formula.	Establishing Learning Culture and Environment	The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Analysis of survey results	Wellness meeting	None
		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.	Decrease of dropouts	Use of Persistence to Graduation Tool	None
	Design, Align and Deliver Support	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%.	Fewer students failing	Credit Recovery	General fund, ESS \$3000
		ESS tutoring will be offered and determined by teachers and administration.	Participation	Interventions recorded in Infinite Campus	ESS funding

Goal 3: Increase the 4-year adjusted cohort graduation rate from 89.2% to 97% by 2019-2020.					
		Targeted tutoring for ACT Prep to help students improve scores. District also has purchased ACT on-line prep for students in grades 9-12.	Improved ACT scores	Monitoring of scores	General, ESS, other source \$10,000

4: Growth
State your Growth Goal

Goal 4: Work to understand growth portion of our new accountability system and establish a strong baseline to determine goals for our future. Focus of junior high is on each student improving or maintaining proficient/distinguished performance level.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Focus of junior high is on each student improving or maintaining proficient/distinguished performance level.	Review, Analyze and Apply Data	Students will complete benchmark assessments and/or preassessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. In addition, teachers are provided lists of students scoring at the novice level in the previous year's KPREP assessment.	Improved scores	Data charts	None
		School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Improved scores	Data from benchmark assessments	None

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase our understanding of the transition portion of our new accountability system to help establish a strong baseline.	Design, Align and Deliver Support	Transition services linkage to vocational rehabilitation services and higher education opportunities for students with disabilities.	Students transition to other opportunities	Meetings	State funding \$500
		The district will provide ACT on-line prep for grades 9 thru 12 facilitate longitudinal data for students in grades 9-12. Along with progress monitoring for grades K-8.	Increased scores	Data Analysis	General fund \$12,000
		Technology upgrades will be provided as funding allows, this includes computers and calculators.	More computer access for students	Technology plan	General, Title V, and other \$30,000
		The school has a Learning Management System (LMS) so teachers have a digital platform to help them have a user friendly environment to enable teachers to work with students or communicate with parents. Currently using Schoology.	Usage reports of LMS	Usage reports of LMS	General \$9,500
		Students who do not meet benchmark on ACT will be provided interventions and support.	Scores	Interventions	ESS

Goal 5: Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.					
		Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	More dual credit and CTE programs	Analyze student data	None
	Design and Deploy Standards	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.)	Increased collaboration	Meetings	None
		Both schools will continue to monitor and update writing plan as needed.	Increased scores	Team meetings	None
		Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skill for our students	Team meetings	PD for subs \$500