

# **PIKEVILLE INDEPENDENT SCHOOLS**

## **COMPREHENSIVE DISTRICT IMPROVEMENT PLAN**

**2010-2011**

### DECLARATION OF COMPLIANCE School Year 2010-2011

As Superintendent of the Pikeville Independent School District, I declare that all the schools in our district (including private schools receiving funding from our district) are in compliance with all of the assurances listed in Appendix C of the KDE “District Improvement Planning - Roles and Responsibilities” document. These assurances were approved at a regular meeting of the Pikeville Independent Board of Education on June 15, 2010. The approval is contained in the Board minutes that are available for review at the district’s central office. All pertinent information related to these assurances is available for review at the district’s central office.

Superintendent: Jerry T. Green

Board Chairperson: Mark Myers

Plan Approved by the Pikeville Independent Board of Education:

June 22, 2010

A complete copy of the “Assurances” is posted for review on the Kentucky Department of Education webpage:

<http://education.ky.gov/NR/ronlyres/5559A3C1-B7D9-425C-AD1D-E9E674B306FD/0/DistrictAssurancesUpdated52907.doc>

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## CATEGORICAL PROGRAM CONTACTS

<b><u>FEDERAL GRANT PROGRAMS 2006-2007</u></b>	<b>LOCAL CONTACT EMAIL</b>	<b>TELEPHONE</b>
<b>NCLB, Title I: Part A</b> (Improving Basic Programs)	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>NCLB, Title I: Part D</b> (Neglected and Delinquent)	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>NCLB, Title II: Part A</b> (High Quality Teachers and Principals)	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>NCLB, Title II: Part D</b> (Education Technology)	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>NCLB, Title IV: Part A</b> (Safe and Drug Free Schools & Communities)	Sherry.Tackett@pikeville.kyschools.us	606-432-8161
<b>NCLB, Title V: Part A</b> (Innovative Programs)		606-432-8161
<b>NCLB, Title VI Part B, Subpart 2</b> (Rural and Low-Income Schools)	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>Individuals with Disabilities Education Act (IDEA) Basic</b>	Denny.May@pikeville.kyschools.us	606-432-0185
<b>Individuals with Disabilities Education Act (IDEA) Preschool</b>	Denny.May@pikeville.kyschools.us	606-432-0185
<b>McKinney -Vento Homeless Education Act</b> (NCLB Title X Part B)		606-432-8161
<b>Carl D. Perkins Vocational and Technical Education Act- Basic</b>	Sherry.Tackett@pikeville.kyschools.us	606-432-8161
<b>Extended School Services</b>	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>Gifted and Talented Education</b>	Sherry.Tackett@pikeville.kyschools.us	606-432-8161
<b>State Preschool Program</b>	Denny.May@pikeville.kyschools.us	606-432-0185
<b>Kentucky Education Technology System</b>	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161
<b>Textbooks</b>	Sherry.Tackett@pikeville.kyschools.us	606-432-8161
<b>Professional Development</b>	Cissy.Leaherman@pikeville.kyschools.us	606-432-8161

# DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

## DISTRICT MISSION STATEMENT

The mission of the Pikeville Independent School District is 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. *(Spring 2006)*

## Needs Assessment/Planning Committee

Committee Member	Stakeholder Group/Role
Jerry T. Green	Superintendent
Billy Rowe	School Board Member
Denny Paul May	Program Coordinator
Carolyn Leatherman	Program Coordinator, DTC, Supervisor
Sherry Tackett	Program Coordinator, Supervisor
Billy Johnson	Program Coordinator, Director of Pupil Personnel
Royce Mayo	Principal
Robert Jones	Principal
Dave Thomas	Assistant Principal
Greg Stone	Assistant Principal
Tammy Skeens	Parent, Council Member
Kathy Caudill	Parent, Council Member
Jimmy Altman	Parent, Council Member
Kim Lockhart	Parent
Darrell Maynard, Eugene Davis	Community Representatives
Jody Brown, Tim Campoy	Community Representatives
Dawn Rowe	FRYSC
Sherry Lane	FRYSC
Deborah Ferguson, Connie Tackett	Classified Staff
Amber Cantrell, Jennifer Whitt	Teachers
Susan Kennon	Teacher, Council Member
Clark Keene	Student
Anne-Sydney Carter	Student

## PLAN SUMMARY

This Comprehensive District Improvement Plan is comprised of the following sections:

- Pikeville Elementary School Comprehensive School Improvement Plan;
- Pikeville High School Comprehensive School Improvement Plan;
- Pikeville Independent District Support Component;
- Pikeville Independent District Technology Plan.

The plan focuses strategies in the following areas for improvement of student performance and elimination of achievement gaps:

Academic Performance: Curriculum development/mapping; effective integration of technology; professional development focused on differentiation, formative assessment, and monitoring student progress; job-embedded professional development in core curriculum areas; SBDM/Board communication and need-based resource allocation; reading, mathematics, and behavior intervention; curriculum enhancement through dual credit courses and AP curriculum implementation.

Learning Environment: Positive family interaction to impact student success and increased communication; teaching/communicating behavior expectations; dropout prevention; school nurses.

District Support: Leadership for focused decision making; increased Board communication with stakeholders; planning processes based upon the *Standards and Indicators for School Improvement*.

Wellness: Student awareness/healthy choices; student physical activity; teacher professional development.

Technology: Use of telecommunications and information technology to improve student learning.

### **PROCESS SUMMARY**

Board Policy 01.111, adopted by the local board on 8/19/2002, guided the Pikeville Independent School District planning process. The District Mission Statement, revised in May 2006, will provide a contextual focus for implementation of the plan. Broad stakeholder representation at both the school and district levels facilitated a comprehensive perspective and provided diversity and expertise.

Comprehensive needs assessments at both schools were based on the *Standards and Indicators for School Improvement*. Both schools and the district completed a thorough review of student data, including the Kentucky Interim Performance Report, ACT, PLAN, EXPLORE, T-PRO, and other standardized and criterion-referenced assessments. Parent/staff/student surveys, student focus groups, and discussions with stakeholder groups provided additional data for the needs assessment. The Superintendent and local Board approved 2009-2011 achievement gap targets in January 2009; strategies for reducing/eliminating achievement gaps are included in the 2010-2011 plan.

The district planning team reviewed the district mission, needs assessment, and components at the June 1, 2010, planning session.

Staff members were invited to review the district plan and provide feedback; public review was held June 2 –June 15. The plans were presented for Board Approval at the June 2010, Regular Meeting of the Board of Education.

Conducted twice annually, implementation and impact checks will sustain a focus on the plan and promote creative dialogue regarding the plan, its implementation, and data-driven revisions. On-going feedback concerning the plan will be directed to the district planning coordinator.

### **PREMISE**

This plan reflects the needs of students in the Pikeville Independent School District and articulates focused resource allocation for addressing the needs. Professional development is an intentional focus within the comprehensive improvement effort. As a district, we commit to effective implementation of this plan and anticipate improved student performance as a result.

# PIKEVILLE ELEMENTARY SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010-2011

The Pikeville Elementary School school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2004)* prior to approval of our plan.

Robert Jones April 13, 2010  
 Chairperson, School Council Date

Robert Jones April 13, 2010  
 Chairperson, School Planning Committee Date

### Plan Approved by the School Council:

April 13, 2010  
Date

### School Council Members:

<b>Robert Jones, Principal</b>	<b>Jennifer Whitt, Teacher</b>
<b>Glenda Adkins, Teacher</b>	<b>Kathi Caudill, Parent</b>
<b>Lara Keene, Teacher</b>	<b>Keith Kasarjian, Parent</b>
<b>Delphia Lockhart, Teacher</b>	<b>Tammy Skeens, Parent</b>
<b>Jane Pruitt, Teacher</b>	

# **SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY**

## **SCHOOL MISSION STATEMENT**

In keeping with the mission of our district, the mission of Pikeville Elementary School is 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.

## **PLAN SUMMARY**

During the 2010-2011 school years, Pikeville Elementary School will work to improve our school based on the following goals:

- Implementation of School wide RTI (Response to Intervention) programs in reading and math.
- Use of a “team” approach to build proficiency in the use of formative and summative assessments to increase student learning.
- Increase the use of differentiated instructional strategies to meet the educational needs of all students.
- Ensure that school curriculum and instructional strategies are aligned with adopted Common Core standards in all subject areas.
- Implementation of a comprehensive RTI behavioral component to target individual need of behaviorally “at-risk” students.
- School/Parent partnerships will be strengthened through family educational nights and other community activities.
- Continue to promote wellness in our school family through the use of mandatory “wellness” times during the school day.
- Continue the President’s physical fitness test with our 6<sup>th</sup> grade students.

School staff will be provided Professional Development opportunities based on the goals of the Comprehensive School Improvement Plan (CSIP). A concentrated effort will be made to allow teachers adequate time and resources to implement all goals of this plan properly.

## Needs Assessment/Planning Committee

<b>Committee Member</b>	<b>Stakeholder Group/Role</b>
Robert Jones	Principal
Dawn Rowe	FRYSC Coordinator
Sherry Tackett	Program Coordinator, Supervisor
Carolyn Leatherman	Program Coordinator, Supervisor/Technology
Delphia Lockhart	Teacher – Kindergarten
Misty Prater	Teacher – First Grade
Tina Bartley	Teacher – Second Grade
Jonda Salyer	Teacher – Third Grade
Amy Johnson	Teacher – Fourth Grade
Shawne Wells	Teacher – Fifth Grade
Lesley Cunningham	Teacher – Sixth Grade
Drew Cecil	Teacher – Special Education
Barbara Kelley	Teacher – Special Class
Dusty Layne	Parent
Nicole Manning	Parent
Joel Thornbury	Parent
Teresa Venters	Teacher – Reading Recovery

## PROCESS SUMMARY

The Needs Assessment process for the 2010-2011 CSIP began with the final Implementation and Impact Check of the 2009-2010 CSIP conducted by the School Comprehensive Planning Committee. The committee is formed according to Council policy on committees which calls for one representative from each instructional level, one representative for teachers of special subjects, one representative for teachers of special education, one representative who is a resource teacher, and up to three parent representatives. In addition, school administrators and district-level personnel were an integral part of the School Planning Team.

The comprehensive planning process at Pikeville Elementary is tied to the *Standards and Indicators for School Improvement*. The needs assessment is focused on the curriculum, assessment, and instruction indicators of the Standards and Indicators for School Improvement. Also, past parent surveys and a KPR Analysis of the previous year's report was used. The school planning team also reviewed the school mission statement, needs assessment components, and draft components at the March planning session.

The plan is shared with all staff at the school, approved by the SBDM council, and will be made available for Public Review in May 2010.

During the 2010-2011 school years, the Council will review the plan regularly and will conduct two Implementation and Impact Checks. Results from the "I & I" will be presented to the Board during both the fall and spring semesters as evidenced by SBDM and Board of Education meeting minutes.

# ACTION COMPONENT Academic Performance

District Name Pikeville Independent  
 School Name Pikeville Elementary

Component Manager Robert Jones  
 Current Date April 1, 2010

<b>Priority Need:</b>	<b>Goal: (A Goal addresses a Priority Need)</b>
<p>Based on test score data analysis, staff discussions, student work products, evaluations, and supplemental testing data; there is a need for targeted intervention strategies at all grade levels. Data also show significant gaps that need to be specifically targeted: Free/reduced and Non-Free/reduced subpopulations; Students with/without disabilities subpopulations.</p>	<p>Over the course of the next two year period, the goals of Pikeville Elementary School are to provide instruction that is targeted to student needs so that achievement gaps between sub-populations are closed and to meet or exceed state and NCLB targets in all tested areas.</p>
<p><b>SMART Goal: (Short-Term Goals)</b></p> <p>The percentage of the free/reduced subpopulation scoring at/above the Annual Measurable Objective, as reported by the 2011 No Child Left Behind report, will be:</p> <ul style="list-style-type: none"> <li>• Reading – 81% (increased from 2009 score of 69.3)</li> <li>• Math – 71% (increased from 2009 score of 64.5)</li> </ul>	

# ACTION COMPONENT Academic Performance

District Name Pikeville Independent  
 School Name Pikeville Elementary

Component Manager Robert Jones  
 Current Date April 1, 2010

<b>Cause(s) Contributing Factors:</b> <i>(Both positive and negative, Based on Needs Analysis)</i>	<b>Objective(s) with Measures of Success:</b> <i>(Begin with #A.1.)</i>
<p>Analysis of school-wide instruction indicates the need for a planned and structured intervention process to close achievement gaps for struggling students without compromising our high expectations for student learning. Analysis of Needs Assessment data by school administration and the CSIP committee yielded the following findings:</p> <ul style="list-style-type: none"> <li>• There is a need for all instructional staff members to analyze appropriate assessment data, as well as the results of student performance on class activities and assignments, in order to revise class work and develop instructional strategies, materials, and techniques.</li> <li>• Benchmark and other assessment data show the need to develop and implement a comprehensive intervention process with the goal of closing achievement gaps in our school.</li> <li>• School wide communication is an important factor in making an intervention process and data driven decisions successful in our school.</li> <li>• Student surveys revealed that some students desire more challenging school work.</li> </ul>	<p>A.P.1 - By September 2010, PES will implement a school-wide Response To Intervention (RTI) system to target students identified as “at-risk” in reading. By January 2011, The RTI system will expand to include math. Implementation will be measured by administrative walkthroughs, monitoring of program usage, and monitoring of student progress through school-wide data collection/analysis.</p> <p>A.P.2 – Over the course of the next two year period, teachers will regularly use formative and summative assessments to monitor student progress, as measured by lesson/unit plans, walkthroughs, and student progress monitoring data.</p> <p>A.P.3 – Over the course of the next two year period, teachers will use differentiated instructional strategies to address the needs of all students, as measured by walkthroughs, lesson/unit plans, student work samples, and progress monitoring data.</p> <p>A.P.4 – By fall of 2011, teachers will provide instruction related to adopted Common Core State Standards.</p>

# ACTION COMPONENT Academic Performance

District Name Pikeville Independent  
 School Name Pikeville Elementary

Component Manager Robert Jones  
 Current Date April 1, 2010

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
A.P.1.a	All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring)	Data will be used to set benchmarks and to assist in identifying at risk students.	Robert Jones Sherry Tackett	8/2010	5/2012		
A.P.1.b	Each grade level will achieve 80% proficiency in the core reading and math programs, as evidenced by benchmark screening reports.	The majority of students will achieve proficiency without the need for targeted interventions.	Robert Jones Reading & Math Committees	8/2010	5/2012		
A.P.1.c	Benchmark reports will be given to the school council three times per year.	Progress toward goal of 80% of all students achieving benchmarks and number of students needing interventions will be monitored through the STAR benchmark reports.	Robert Jones Team Leaders	8/2010	5/2012		
A.P.1.d	Teachers will receive ongoing training on progress monitoring, data driven decision making and specific intervention programs.	Training will provide the necessary foundation to ensure development of a successful school wide intervention system.	Robert Jones RTI Team Sherry Tackett Cissy Leatherman	8/2010	5/2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
A.P.1.e	Intervention teams will be assembled with the goal of identifying targeted students, analyzing performance data, and providing remediation for those eligible in reading and math.	Increased understanding and remediation of individual students. (principal observations, analysis of student work)	Robert Jones Intervention Team members Sherry Tackett	9/2010	5/2012		
A.P.1.f	Targeted students will be progress monitored on the following schedule: Tier 2 – at least once every two weeks; Tier 3 – once every week.	Effectiveness of the intervention will be monitored. RTI placement and/or instructional changes will be made as data and teacher input indicate they are needed. (progress monitoring reports)	Robert Jones Persons delivering interventions	9/2010	5/2012		
A.P.1.g	Grades 4, 5, and 6 will utilize and analyze P.A.S. testing (Think Link Learning) as a means of providing feedback on student performance.	Results from P.A.S. testing (Think Link Learning) will provide longitudinal tracking information and a basis for evaluating grade level performance and will allow for teacher / grade level dialogue regarding needed changes. Think Link Learning probes will be used as a remediation tool. (Test Reports / Results; minutes from department meetings)	Robert Jones Neil Arnett Cissy Leatherman	9/2010	5/2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
A.P.2.a	Teachers will participate in a "Professional Learning Community" (PLC)	Teachers will have an ongoing opportunity to learn together and at their own pace.	Robert Jones	8/2010	5/2012		
A.P.2.b	Ongoing training in the use of formative assessments will be provided through participation in a PLC guided by " <i>Classroom Assessment for Student Learning</i> " (CASL) by Rick Stiggins.	Teachers will integrate formative assessments into classroom instruction and will use the data to guide instruction. (lesson/unit plans, formative assessments)	Robert Jones	9/2010	5/2012		Title I
A.P.2.c	Release time will be provided once a month for PLCs to meet. Members of the PLC will facilitate the sessions.	Building-level leadership capacity will increase.	Cissy Leatherman	9/2010	5/2012		Title I
A.P.2.d	Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session.	Teachers will use and will reflect upon their learning. (lesson/unit plans, PLC meeting notes, observations, walkthroughs)	PLC Facilitators	10/2010	5/2012		
A.P.2.e	As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or grade level team members.	Teachers will have opportunities to learn from each other. (observations, meeting notes)	PLC Facilitators Team Leaders	10/2010	5/2012		
A.P.2.f	Administrators will sit in on at least one PLC session and one team meeting at each grade level each month.	Administrators will be aware of where teachers are in the learning process and will monitor level of implementation accordingly.	Robert Jones Greg Stone Cissy Leatherman Sherry Tackett	9/2010	5/2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
A.P.2.g	After their introduction via <i>CASL</i> , teachers will begin to incorporate use of "Clear Learning Targets" into instruction.	Students will know the focus of each lesson. (lesson/unit plans, walkthrough observations)		2/2011	5/2012		
A.P.3.a	Teachers will incorporate use of a variety of available technology resources into instruction each week.	Provides for differentiated lessons and addresses technology standards. (lesson/unit plans, observations)	Robert Jones Cissy Leatherman Neil Arnett	8/2010	5/2012		
A.P.3.b	Ongoing training in integration of technology into instruction will be provided.	Teachers will be comfortable in utilizing available tools. (training agendas)	Robert Jones Cissy Leatherman Neil Arnett	8/2010	5/2012		
A.P.3.c	Science classes at every grade level will utilize the science lab at least once a month.	Differentiation will be provided through inquiry based learning. (lab reservation calendar, unit/lesson plans, observations)	Robert Jones	9/2010	5/2012		
A.P.3.d	Student progress data will be used to adjust current instruction or plan additional instruction and to confirm or change student groupings.	Student needs will be directly addressed. (unit/lesson plans, intervention plans, team meeting notes)	Robert Jones Cissy Leatherman Sherry Tackett	10/2010	5/2012		
A.P.4.a	The school wide writing committee will develop a program review based on state requirements.	The program review will ensure that students continue to receive quality instruction in development of writing skills. (program review document)	Robert Jones Amy Johnson Sherry Tackett Cissy Leatherman  Writing Committee	8/2010	8/2011		
A.P.4.b	Administrators and staff will participate in available trainings regarding new Common Core State Standards documents.	Staff will become familiar with and base instruction on the Common Core standards. (training agendas)	Robert Jones Cissy Leatherman Sherry Tackett	8/2010	5/2012		

# ACTION COMPONENT

## Learning Environment

District Name **Pikeville Independent**  
 School Name **Pikeville Elementary**

Component Manager Robert Jones/Greg Stone  
 Current Date April 1, 2010

### I.

<b>Priority Need:</b>	<b>Goal: (A Goal addresses a Priority Need)</b>
Needs assessment surveys and data collection show significant improvement in behavior and a reduction in referrals for the majority of students (RTI -Tier 1); however, there is still a need for targeted behavior interventions for students exhibiting more severe behavior problems (RTI -Tiers 2 & 3).	Over the course of the next two years, a Response to Intervention (RTI) Behavior component will be implemented to target the needs of students who are behaviorally “at-risk” and to reduce the number of students committing repeated behavior infractions.

### II.

<b>Cause(s) Contributing Factors:</b> <i>(Both positive and negative, Based on Needs Analysis)</i>	<b>Objective(s) with Measures of Success:</b> <i>(Begin with #A.1.)</i>
<p>According to Infinite Campus behavior reports, 29% of 2009-2010 discipline referrals from August – January were for “grade level rules” infractions. 90% of infractions in that category were for non-completion of homework.</p> <p>According to Staff interviews and behavior data, a small number of students exhibit more severe behavior problems than peers or have accumulated multiple referrals for disciplinary action.</p> <p>Staff /Parent interviews indicate that some school/parent partnerships are very weak.</p>	<p>L.E.1. Over the course of the next two year period, PES will implement a school-wide RTI component targeting those students identified as “at-risk” for behavior. Implementation will be measured by discipline referrals and Infinite Campus behavior reports.</p> <p>L.E.2. Through the next two year period, PES will implement monthly reviews of collected data related to student behavior in a systematic, consistent manner as evidenced by Infinite Campus behavior reports.</p> <p>L.E.3. Through the next two year period, PES will strengthen school/parent partnerships as evidenced by School/FRYSC program participation, parent volunteer data, and parent interviews.</p>

# ACTION COMPONENT **Learning Environment**

District Name **Pikeville Independent**  
 School Name **Pikeville Elementary**

Component Manager Robert Jones/Greg Stone  
 Current Date April 1, 2010

### III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
L.E.1.a	All teachers will implement the universal behavior curriculum and Second Step/Steps to Respect.	All students will demonstrate empathy, anger management, impulse control, conflict and resolution. (Lesson plans, classroom observations, walkthrough observations)	Robert Jones Greg Stone	8/10	5/12		
L.E.1.b	Staff will receive update training on effective implementation of behavior curriculum and the RTI model.	All students will demonstrate increased appropriate behavior. (Behavior documentation )		8/10	5/12		
L.E.1.c	The PRIDE Committee will develop standardized criteria for identifying students needing Tier 2 and/or Tier 3 behavior intervention (at risk students).	All students will demonstrate increased appropriate behaviors (administrator observations, teacher interviews, discipline records).	Robert Jones Greg Stone Jane Pruitt	12/10	5/12	\$500	Title I
L.E.1.d	The PRIDE committee, and other interested staff members, will participate in a book study on <i>Response to Intervention</i> by Randy Sprick.	Participants will build understanding of “best practice” behavior intervention and identification criteria which will aid in appropriate intervention for student success. (sign-in sheets)		10/10	5/12	\$50 per book	School Funds

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
L.E.2.a	School PRIDE Committee and administrators will meet a minimum of five times a school year to analyze behavior trends and identify problem areas to be addressed.	Plan would be formulated to solve discipline problems. Behavioral intervention strategies will be implemented which will foster a positive school climate. (Administrative observations)	Robert Jones Greg Stone Jane Pruitt	9/10	5/12		
L.E.3.a	Every teacher will participate in at least one Family Education Night as designated by administration's curriculum committee list.	Foster better school/home relations (agendas)	Robert Jones Greg Stone Jill Hammond Dawn Rowe	8/10	5/12		
L.E.3.b	A "New Parent Night" will be hosted by the Parent Liaison and the PTO before Open House night.	Parents who are new to the school will have the opportunity to ask questions and become familiar with PES. (Agenda, sign-in sheets)	Robert Jones Greg Stone Jill Hammond Dawn Rowe	8/10	5/12		
L.E.3.c	A welcome letter from the principal will be included in the enrollment packet.	Foster better school/home relations (enrollment packet)	Robert Jones	8/10	5/12		
L.E.3.d	Upon request, parents who are new to the school will be paired with a "Parent Mentor".	The parents will have a better understanding of school procedures and climate which will help foster better school/home relations (participation list)	Jill Hammond Dawn Rowe	8/10	5/12		
L.E.3.e	PRIDE committee will develop an orientation handbook for substitute teachers and new faculty, and will edit the staff handbook.	Substitutes and new teachers will hold students to established behavior standards. (Administrative Observations; Video; Documentation)	Robert Jones Greg Stone Jane Pruitt	6/10	12/10	\$500	PBIS grant & PES

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<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
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L.E.3.f	A substitute and new staff orientation will be conducted. This, in part, will acquaint the new staff with the culture and expectations of the school.	Implementation of orientation as scheduled at the beginning of the year and held by administration will aid in maintaining safety and academic continuity. (attendance documents, administrator observations)	Robert Jones Greg Stone	8/10	5/12		
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# ACTION COMPONENT

## School Wellness

District Name Pikeville Independent  
 School Name Pikeville Elementary

Component Manager Robert Jones/Greg Stone  
 Current Date April 1, 2010

### I.

Priority Need:	Goal: (A Goal addresses a Priority Need)
According to state mandates, there is a need to incorporate additional measures that address student health and wellness, focusing on increased physical activity during the school day.	Continuing August 2010 through May 2012, a school-wide wellness program will be implemented that focuses attention on increasing amounts of physical activity as measured by teacher lesson plans, physical activity logs, and administrative observations.

### II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<p>According to lesson plans and physical activity logs prior to this year, all grade levels had not provided the amount of physical activity recommended by the state department of education.</p> <p>Teacher/administrator interviews indicate that, prior to last year, the school did not have a consistent way to collect data related to physical activity.</p> <p>Committee assignments and SBDM Council policies indicate that prior to last year, the school did not have an organized, active Wellness Committee, nor did it have a SBDM policy pertaining to school wellness.</p>	<p>SW.1. Continuing August 2010 through May 2012, all teachers will implement a school wide “Wellness Time” devoted to physical activity as measured by principal/asst. principal observations, lesson plans, and physical activity logs.</p> <p>SW.2. Continuing August 2010 through May 2012, the school will collect data related to student physical activity in a systematic, consistent manner as evidenced by physical activity logs.</p>

# ACTION COMPONENT

## School Wellness

District Name Pikeville Independent  
 School Name Pikeville Elementary

Component Manager Robert Jones /Greg Stone  
 Current Date April 1, 2010

### III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
SW1a	All grade levels will implement a "Wellness Time" devoted to providing a minimum of fifteen minutes of physical activity per day.	All students will be provided with a minimum of fifteen minutes of physical activity per day. (lesson plans, physical activity logs, administrative observations)	Robert Jones Greg Stone	8/10	5/12		
SW2a	All grade level teachers will document individual student physical activity in a "teacher log". This will include recess time, phys. ed. class time, wellness time, and any applicable extracurricular activities related to student wellness.	Data will be collected in a comprehensive, consistent manner providing evidence of teacher / school efforts to promote / encourage and document student physical activity. (administrative observations, physical activity logs)	Robert Jones Greg Stone Homeroom Teachers	8/10	5/12		

## Pikeville Elementary School Standard Practices

*\*Standard Practice items are defined as “being done consistently school-wide”.  
It is a school expectation that these activities will continue to be implemented throughout the building,  
even though they are no longer targeted in the CSIP.*

### **Academic Performance:**

- The KDE “combined curriculum document” will be used as groups of content specific teachers meet to vertically align curriculum and develop grade level expectations. (K6 as well as K12 alignment)
- Technology resource person will assist school personnel in technology issues, through on site repair, to alleviate roadblocks in instruction. Also, new wireless technology will be added as funds are available.
- A Spanish language (ELL) program will continue being used as a means of alleviating roadblocks to instruction for ELL students

### **Learning Environment:**

- All staff will recognize and hold students accountable for uniform behavior expectations.
- Teachers will review and re-teach behavior expectations for common areas with all students at the beginning of each school year and as needed thereafter.
- Students will receive direct instruction and practice in school wide behavior expectations
- Teachers will revise their CHAMPS plans for classroom procedures and activities as necessary and submit to the principal at the beginning of school.
- PES will utilize Infinite Campus for the collection of behavior data and analysis of trends.

### **Wellness:**

- PES will collaborate with the Pike County Health Department to provide a school nurse.
- A medical summary of student health issues will be provided for teachers; staff will be updated regarding student needs or concerns.
- The President’s Physical Fitness Challenge will be completed each year.

Pikeville High  
School

# PIKEVILLE HIGH SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010-2011

The Pikeville High School school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning Guidebook* prior to approval of our plan.

Royce F. Mayo

Chairperson, School Council

\_\_\_\_\_

Date

Royce F. Mayo

Chairperson, School Planning Committee

\_\_\_\_\_

Date

### Plan Approved by the School Council:

April, 2010  
Date

### School Council Members:

<b>Royce F. Mayo, Principal</b>	<b>Jimmy Altman, Parent</b>
<b>Laura Barker, Teacher</b>	<b>Billie Hefner, Parent</b>
<b>Mary Belcher, Teacher</b>	
<b>Susan Kennon, Teacher</b>	

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs listed on the previous page should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2007-2008 are in the *Comprehensive Improvement Planning Guidebook (2004-2005)* and can be downloaded from the Web Page at: <http://www.kde.state.ky.us/olsi/conp/Emanual/default.asp>

# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

**SCHOOL: Pikeville High School**

## **MISSION STATEMENT**

**Pikeville High School: Where Futures Are Made**

## **PROCESS OF DEVELOPING THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **How Planning and Needs Assessment Teams Were Organized:**

In the fall of 2009, the faculty and staff of Pikeville High School began looking at the KPR data and surveys conducted by our school to determine the priority needs and goals for our school improvement plan. The priority needs and goals were approved by the Site-Based Decision Making Council.

A school planning team was assembled and it was decided in our first meeting that we organize our work into three study areas. These areas are Academic Performance, Learning Environment, and Wellness. The planning team was comprised of individuals from the community, school, and central office, and was approved by the Site-Based Decision Making Council.

## **Members/Representative Groups Who Served on Planning Team:**

### **Planning Team:**

Royce F. Mayo, Principal  
David Thomas, Assistant Principal  
Ann Samons, Guidance Counselor  
Denny Paul May, Special Education Director  
Sherry Tackett, Instructional Supervisor  
Cissy Leatherman, Instructional Supervisor  
Lisa Asbury, Counseling Office  
Paula Smith, Teacher  
Laura Cooley, Teacher  
Johnny Belcher, Teacher  
Susan Mayo, Teacher  
Susan Kennon, Teacher  
Jackie Priode, Teacher  
Shelia Shull, Teacher  
Mary Anne Prater, Teacher  
Rebecca King, Teacher  
Mary Belcher, Teacher  
Julie Altman, Parent  
Kelli Thompson, Parent  
Anne Carter, Student  
Clark Keene, Student

### **How the needs of the School Were Determined:**

The planning team used data from tests, student surveys, teacher surveys, attendance records, KIP student surveys, student interviews, student focus groups, parent surveys, discipline records, Standards and Indicators for School Improvement – Standards one (07-08) through nine, and non-academic records.

## **How Goals and Strategies Were Decided Upon:**

After the faculty and staff completed and compiled the data, the planning committee chose to have the components in Academic Performance, Learning Environment and Wellness, while embedding equity throughout.

## **What Implementation of the Plan is Expected to Achieve?**

We believe that as a result of implementing this plan Student Achievement will increase, documented by KCCT scores, technology opportunities for all students will improve, students will have increased services targeting physical and mental well-being, ACT, PLAN, and EXPLORE scores will improve, students will have better opportunities to earn college credit, the needs of “all” students will better be met, and Professional Development will be designed to more closely meet the individual needs of teachers. All of this will be done while insuring that student needs are met on an equitable basis.

## **What Process was used for Internal Review of the Plan?**

The plan was reviewed by the planning team, the faculty, and also by the SBDM council before approval. A copy of the plan was also sent to staff members via email for review and feedback.

## **How Public Comment was Secured and What Response was made:**

The public was notified that the plan could be reviewed in the district office.

## **How Consolidated Planning will be ensured in the Future:**

Beginning with the September SBDM meetings, the component managers will provide compliance reports and implementation/impact reports will be presented to the council and the Board of Education twice annually. Included within the report will be data to support the implementation/impact reports. A continuous cycle of reporting from all component managers will continue throughout the year. The order will be as follows: Academic Performance, Learning Environment, and Wellness. More frequent updates may be asked for by the council if deemed necessary.

## **COMMUNICATION PLAN**

### **How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?**

Copies of the plan will be available for viewing by parents and community in the district office, school office, and school library. Take-home copies will be provided on request. A copy of the plan will be placed on the District and School Web Page. All Pikeville High School staff members will be provided copies via email.

## **How will Input Continue to be gathered from Stakeholders?**

The school planning team will continue to exist for the purpose of evaluation of the plan. Progress will be studied and changes and/or additions will be made as needed. Continued parent input will be requested via the school newsletter, which is sent home monthly.

**Action Component: Academic Performance**

District Name: Pikeville Independent

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

<b>Priority Need:</b>	<b>Long-Term Goal: (Addresses the Priority Need)</b>
<p>Based on analysis of Needs Assessment data, there is a need to target and intervene with “at-risk” students, especially those in the free/reduced and with disabilities subpopulations, while maintaining high expectations for all students.</p>	<p>Over the next two year period, Pikeville High School will:</p> <ul style="list-style-type: none"> <li>• Reduce achievement gaps for students in the free/reduced lunch and with disabilities subpopulations in the areas of math and reading.</li> <li>• Increase the percentage of students meeting/exceeding benchmarks on EXPLORE, PLAN, and ACT tests.</li> </ul>
<p><b>SMART Goals: (Short-term goals)</b></p> <p>The percentage of the free/reduced subpopulation scoring at/above the Annual Measurable Objective, as reported by the 2011 No Child Left Behind report, will be:</p> <ul style="list-style-type: none"> <li>• JH Reading – 79.60 (increased from 2009 score of 62.71)</li> <li>• JH Math – 68.68 (increased from 2009 score of 49.15)</li> <li>• HS Reading – 69.72 (increased from 2009 score of 37.50)</li> <li>• HS Math – 69.91 (increased from 2009 score of 25.00)</li> </ul> <p>The 2010-2011 percent of students meeting benchmarks on EXPLORE, PLAN and ACT tests will increase to the following:</p> <ul style="list-style-type: none"> <li>• EXPLORE <ul style="list-style-type: none"> <li>Reading – 60% (increased from 58% in 2009)</li> <li>English – 80% (increased from 78%)</li> <li>Math – 50% (increased from 45%)</li> <li>Science – 35% (increased from 32%)</li> </ul> </li> <li>• PLAN <ul style="list-style-type: none"> <li>Reading – 52% (increased from 50% in 2009)</li> <li>English – 76% (increased from 74%)</li> <li>Math – 40% (increased from 32%)</li> <li>Science – 25% (increased from 18%)</li> </ul> </li> </ul>	

**Action Component: Academic Performance**

District Name: Pikeville Independent

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

<b>Causes and Contributing Factors:</b> <i>(Both positive and negative, Based on Needs Analysis)</i>	<b>Objectives with Measures of Success:</b>
<ul style="list-style-type: none"> <li>• There is a significant gap in proficiency scores between free/reduced and non-free/reduced subpopulations.</li> <li>• State testing showed 22% scoring Novice in Math at the HS level.</li> <li>• Student and staff surveys, student interviews, principal walkthrough data, and lesson plans all evidence a lack of variety in instructional strategies currently implemented.</li> <li>• Many of the “at-risk” students don’t take advantage of ESS, ACT Prep or other afterschool opportunities offered by the school.</li> </ul>	<p>A.P.1 Over the course of the next two year period, all teachers will use clearly defined learning targets and will regularly use formative and summative assessments to monitor student progress. Implementation will be measured by Professional Learning Team and/or department share sessions, lesson/unit plans, administrative walkthroughs and student progress monitoring data.</p> <p>A.P.2 Over the course of the next two year period, teachers will differentiate instruction to target student needs, as evidenced by classroom and walkthrough observations, unit/lesson plans, and student interviews.</p> <p>A.P.3 By January 2011, teachers will analyze state and national assessment results and formative data to make data-driven instructional decisions.</p> <p>A.P.4 By fall of 2011, teachers will provide instruction based on adopted Common Core State Standards.</p>

**Action Component: Academic Performance**

District Name: Pikeville Independent

Component Manager: Royce F. Mayo, Principal

School Name: Pikeville High School

Date: April 20, 2010

**Strategies/Activities**

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.1.a	Teachers/departments will deconstruct standards into clearly defined, student-friendly learning targets.	Teaching and learning will improve with clearly defined learning targets. (unit/lesson plans, walkthrough observations, meeting agendas)	R. Mayo, Dept. Chairs	Aug. 2009	On-going	
A.P.1.b	Learning targets will be an integral part of units and daily instruction and will be posted in each classroom.	Student understanding of material will be greatly enhanced. (unit/lesson plans, walkthroughs)	R. Mayo, Teachers	Aug. 2010	On-going	
A.P.1.c	All teachers will incorporate formative assessment into instructional units.	Student understanding of material will be better monitored by teachers. (unit/lesson plans, assessments administered)	R. Mayo, Teachers	Aug. 2009	On-going	

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.1.d	Teachers will participate in a "Professional Learning Community" (PLC). PLCs will meet at least 3 times per semester.	Teachers will be able to share new teaching techniques and be able to recognize successes. (release days, administrator observation)	PLC Leaders	Fall 2009	On-going	Cost for subs paid with Title II funds.
A.P.1.e	Ongoing training in the use of formative assessments will be provided through participation in a PLC guided by "Classroom Assessment for Student Learning" (CASL) by Rick Stiggins.	Teachers will be able to share new teaching techniques and be able to recognize successes. (release days, meeting notes, administrator observation)	PLC Leaders	Fall 2009	On-going	
A.P.1.f	Strategies/information from each PLC session will be practiced by each teacher in their own classroom; then results shared at the next PLC session.	Teachers will be able to share new teaching techniques and be able to recognize successes. (meeting notes, administrator observation)	PLC Leaders	Fall 2009	On-going	

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.1.g	As formative assessments are incorporated into instruction, teachers will model/share them with PLC and/or department members.	Improved teaching for teachers and learning for students. (meeting notes, administrator observation)	PLC Leaders	Fall 2010	On-going	
A.P.1.h	Administrators will sit in on at least one PLC session and one department meeting each month.	Better communication between administration and teachers. (meeting notes/sign-in sheets)	R. Mayo	Fall 2009	On-going	
A.P.2a	A copy of <i>Tools for Promoting Active, In-Depth Learning</i> by Silver & Strong will be provided for each department. Staff will receive training in these strategies.	Student learning will be improved as teachers learn ways to differentiate instruction. (training agendas, sign-in sheets)	R. Mayo, Central Office	Fall 2010	On-going	TBD
A.P.2.b	Teachers will have the opportunity to share successful differentiation strategies through a "shared files" link on the school webpage.	Teachers will have a "go to" tool at their disposal at all times. (web link, uploaded materials)	Brandon Blackburn	Fall 2010	On-going	

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.2.c	Teachers will incorporate a <u>variety</u> of instructional strategies into all units of study.	Students that learn in different ways will be more successful in classes. (unit/lesson plans, observations, walkthroughs)	R. Mayo, Teachers	Fall 2010	On-going	
A.P.2.d	Teachers will be allowed to visit other PHS classrooms once each semester for peer modeling/coaching.	Teachers will be able to improve their instructional practices. (administrator list of teachers who have participated)	Teachers, R. Mayo	Fall 2010	On-going	
A.P.2.e	Teachers will provide "timed testing" situations in all content areas.	Students will be better prepared to take timed tests in the EPAS system. (unit/lesson plans, walkthroughs)	Teachers, R. Mayo	Fall 2010	On-going	
A.P.3.a	EXPLORE/PLAN/ACT (EPAS) results will be analyzed as a staff and with students.	Students' scores will improve due to having a better understanding of the tests. (agendas, analysis results/reports)	Teachers, R. Mayo	Spring 2010	On-going	
A.P.3.b	Formative assessment data will be analyzed as a department and with students.	Areas of concern will be better identified and corrected. (analysis results/reports)	Dept. Chairs	Spring 2010	On-going	
A.P.3.c	Staff will make curricular or instructional changes based on results of data analysis.	Overall instruction will better meet the needs of all students. (unit/lesson plans)	Teachers, PHS Administration	Spring 2010	On-going	

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.3.d	Staff will receive training on monitoring student progress and on making data-driven decisions.	Student needs will be better identified and fewer students will be left behind. (agendas, sign-in sheets)	Teachers, Central Office Staff	Fall 2010	On-going	
A.P.3.e	Assessment data will be used as a screening tool to identify "at risk" students.	Fewer dropouts will occur due to earlier identification. (data reports, intervention class rosters)	A. Samons, Teachers, R. Mayo	Spring 2010	On-going	
A.P.3.f	Math and reading intervention classes will be provided for targeted Junior High students.	Students will be more successful in Math and Reading. (intervention class rosters)	R. Mayo, A. Price, G. Mullins, B. Friend, T. Williams, A. Samons	Fall 2009	On-going	
A.P.3.g	The ITBS will be administered at the end of grades 7-8. Results will be used the following fall to monitor student progress and to adjust instruction to targeted student needs.	Student achievement will improve in all tested areas as a result of looking at longitudinal data. (analysis reports, unit/lesson plans)	Department Chairs, A. Samons	Spring 2011	On-going	District will provide test for grade 8  Grade 7 is part of state assessment system.

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.P.3.h	An EPAS practice test will be given to grades 7, 9, and 11 as an additional measure of student progress and will be counted as part of course grade.	Improvement on EXPLORE, PLAN, & ACT. (assessment calendar, data reports)	R. Mayo	Spring 2011	On-going	District will purchase
A.P.4.a	Administrators and staff will participate in available trainings regarding new Common Core State Standards documents.	Deeper understanding of material students are expected to learn. (agendas, sign-in sheets)	All Staff	Fall 2010	On-going	
A.P.4.b	Staff will review/update all curriculum maps, including a review of the order in which concepts are taught.	Students will do better on EPAS tests due to changing order of instruction on tested material. (curriculum maps)	All Staff	Summer 2010	On-going	

**Action Component Learning Environment**

District Name: Pikeville Independent

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

Priority Need	Goal (Addresses the Priority Need)
<p>Needs Assessment data, including perception surveys, show a need to focus on dropout prevention and to improve both home/school and teacher/student communication.</p>	<p>By May 2012, the number of dropouts at Pikeville High School will decrease to less than 1%.</p> <p>By May 2012, the school will improve home/school communication by increasing the opportunities for teacher/student/parent conversations.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>• The number of dropouts as of February 2009 is six. That's an increase of two over the total for 2008-09.</li> <li>• Many of the "at-risk" students don't take advantage of ESS, ACT Prep or other afterschool opportunities offered by the school.</li> <li>• Student survey comments indicate that some students actively dislike school.</li> <li>• Parents, certified staff and classified staff surveys all gave a low ranking to "frequency of communication with families".</li> <li>• Teacher discussions indicate that conversations with students/families tend to take place only when there is a problem. Positive conversations or discussions to share data/information are infrequent.</li> </ul>	<p>L.E.1 By October 2011, the school will identify and intervene with students who are at high risk of dropping out through use of these data sources: office referrals, attendance records, academic performance, and retentions.</p> <p>L.E.2 Throughout the next year, the school will improve communication with students and parents, as evidenced by parent meeting agendas/sign-in sheets, conference logs/notes, and letters/emails sent.</p>

**Action Component Learning Environment**

District Name: Pikeville Independent Schools

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

**Strategies/Activities**

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
L.E.1.a	Infinite Campus behavior reports will be provided to the school council in September and January.	Better identify "at-risk" students earlier. (behavior reports)	D. Thomas	Fall 2010	On-going	
L.E.1.b	Data will be used to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions.	Better identify "at-risk" students earlier. (data reports)	A. Samons	Fall 2010	On-going	
L.E.1.c	School staff will collaborate with PTO and other community resources to provide adult advocates for students targeted as at-risk of dropping out. Training for advocates will be provided as needed.	Lower dropout rate. (target list, advocate list, training agendas)	A. Samons, Sherry Lane	Fall 2010	On-going	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
L.E.2.a	The school will ensure that students/parents know the purpose and importance of the EPAS tests and the benchmark scores for each content area.	Better effort on EPAS tests. (email, letters, meeting agendas)	R. Mayo	Fall 2010	On-going	
L.E.2.b	School staff will meet with parents to share test data and student progress toward meeting benchmarks.	Parents can reinforce the importance of doing well on EPAS tests to their children. (agendas, meeting notes, progress reports)	PHS Staff	Fall 2010	On-going	
L.E.2.c	PHS teachers will receive update training on developing web pages for their classes.	Improved communication with parents and assistance to students at home. (agendas, sign-in sheets)	R. Mayo, B. Blackburn	June 2009		

**Action Component: Wellness**

District Name: Pikeville Independent Schools

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

Priority Need	Goal (Addresses the Priority Need)
According to the Physical Fitness Assessment conducted in August 2008, Pikeville High School needs to incorporate more activities that address the health and wellness of its students.	By May 2011, Pikeville High School will improve the overall physical fitness level of the student body.
Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"><li>Per Pike County Health Department data, Eastern Kentucky has one of the highest obesity rates in the state.</li></ul>	W.1 All 9 <sup>th</sup> grade students and all other students enrolled in physical education classes will improve their Body Mass Index from the beginning to the end of the school year.  W.2 More female students will take upper level physical education classes, as measured by class rosters.

Action Component Wellness

District Name: Pikeville Independent Schools

Component Manager: Royce F. Mayo

School Name: Pikeville High School

Date: April 20, 2010

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
W.1.a	All students enrolled in physical education classes will have their BMI's measured at the beginning and the end of the school year.	Instruction in health and wellness should result in healthier students who perform better in class and miss school less often. (BMI records)	S. Priode, C. McNamee	Aug. 2009	On-going	
W.2.b	The school will provide an Aerobics/Walking Class for high school students in 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grades.	More female students involved in the physical education program (class roster)	S. Priode, C. McNamee, A. Samons	Aug. 2009	On-gong	

## Pikeville High School Standard Practices

*\*Standard Practice items are defined as “being done consistently school-wide”.*

*It is a school expectation that these activities will continue to be implemented throughout the building, even though they are no longer targeted in the CSIP.*

### **Academic Performance:**

- In addition to the required EXPLORE & PLAN at the 8<sup>th</sup> and 10<sup>th</sup> grade levels, 7<sup>th</sup> graders will take the EXPLORE and 9<sup>th</sup> graders will take the PLAN.
- The high school will partner with postsecondary institutions to offer dual credit courses.
- Career Technical courses will be offered to high school students.
- Teachers will be offered the opportunity to receive AP training during the summer.
- AP curriculum will serve as a resource to effectively increase the level of rigor in current course offerings.

### **Learning Environment:**

- PHS teachers will receive periodic update training on identifying and dealing with bullying.
- Information about ESS will be provided to parents through the district newsletter and the FRYSC office.
- Credit Recovery will be offered to students who have failed a class with at least a 50%.
- PHS will continue to host an Open House during the first month of school. No activities are to be planned on this night so that all parents can attend.
- PHS will conduct an orientation for incoming 7<sup>th</sup> grade students prior to the start of the school year.
- The school will identify students at risk of dropping out and offer one-on-one counseling and do in-home visits.

### **Wellness:**

- Students will be given a variety of extracurricular activities as after school options for physical activity.

**PHS - Assessment Calendar – JH**

August	September	October	November	December
<p>ITBS – 7,8 – analyze data from end of 6<sup>th</sup>, 7<sup>th</sup></p> <p>EXPLORE – 8 – review data from 7<sup>th</sup> gr. March practice</p> <p><i>← GT Testing, as needed →</i></p>	<p><b><u>EXPLORE</u> – 7,8</b></p>			<p><i>Semester Exams</i></p>
January	February	March	April	May
<p><b><u>ACCESS</u> for ELLs</b></p>		<p>EXPLORE practice – 7</p>		<p><b><u>KCCT</u> – 7-8</b>  <b><u>ITBS</u> – 7</b>                      ITBS – 8 (M/LA - district will purchase)</p> <p>Algebra placement – 7</p> <p><i>Semester Exams</i></p>

<p style="text-align: center;"><b>August</b></p> <p>ITBS – 9 – analyze data from end of 8<sup>th</sup> grade test</p> <p>PLAN –10 – review data from 9<sup>th</sup> gr. March practice</p>	<p style="text-align: center;"><b>September</b></p> <p><b><u>PLAN</u> – 9,10</b></p> <p>ACT practice (KAPLAN) - 11</p> <p><b><u>On Demand</u> - 12</b></p>	<p style="text-align: center;"><b>October</b></p>	<p style="text-align: center;"><b>November</b></p>	<p style="text-align: center;"><b>December</b></p> <p><i>Semester Exams</i></p>
<p style="text-align: center;"><b>January</b></p> <p><b><u>ACCESS</u> for ELLs</b></p>	<p style="text-align: center;"><b>February</b></p> <p><b><u>KOSSA</u> – 12<sup>th</sup> gr. CTE students</b></p>	<p style="text-align: center;"><b>March</b></p> <p>PLAN practice – 9</p> <p><b><u>ACT</u> - 11</b></p>	<p style="text-align: center;"><b>April</b></p>	<p style="text-align: center;"><b>May</b></p> <p><b><u>KCCT</u> – 10-11</b></p> <p>AP testing</p> <p><i>Semester Exams</i></p>

# **District Improvement Plan**

ACTION COMPONENT		<u>District Support</u>	<input type="checkbox"/> School	<input checked="" type="checkbox"/> District
District Name	<u>Pikeville Independent</u>	Component Manager	<input type="checkbox"/> Preliminary	<input checked="" type="checkbox"/> Revised
School Name		Current Date		<u>Sherry Tackett</u> <u>June, 2010</u>
Priority Need			Goal	
<p>The <i>Standards and Indicators for School Improvement</i> designate district accountability for the following standards/indicators:</p> <p><b>Student, Family and Community Support:</b> Indicator 5.1a  <b>Professional Growth, Development, and Evaluation:</b> Indicator 6.2c  <b>Leadership:</b> Indicator 7.1d  <b>Organizational Structure and Support:</b> Indicators 8.2b and 8.2c  <b>Planning:</b> Indicators 9.6c</p>			<p>By June 2012, District Implementation and Impact Reports will document performance on SISI indicators that positively impacts student/staff development (I &amp; I Checks).</p>	
Causes and Contributing Factors			Objectives	
<p>Communication between school and home exists, but it should be maintained at and/or raised to a level that is meaningful, regular and consistently and intentionally proactive (parent surveys, administrator observation).</p> <p>Individual growth plans foster reflection, but may not closely align with the instructional needs of students and the professional needs of each staff member (IGP's).</p> <p>Data analysis results are not always validated against educational research and may not be used to guide decision-making concerning the learning needs of student subgroups (Assessment data, data analysis summaries).</p> <p>Budget decisions should continue to be data-informed, intentional, tied to the district mission, and directly related to student needs (district budget, BOE minutes, stakeholder interviews).</p> <p>Leadership may not regularly analyze data to evaluate expected impact of the improvement plan on classroom practice and to identify new/emerging objectives (data analysis summaries).</p>			<p>DS.1 Through June 2012, the district will continue a focus on academic achievement for each student (Board Minutes, district mission).</p> <p>DS.2 Through June 2012, families and the community will actively partner in the educational process and work together with the school district to promote programs and services for each student (parent interviews/surveys, parent workshop schedule, community partnerships).</p>	

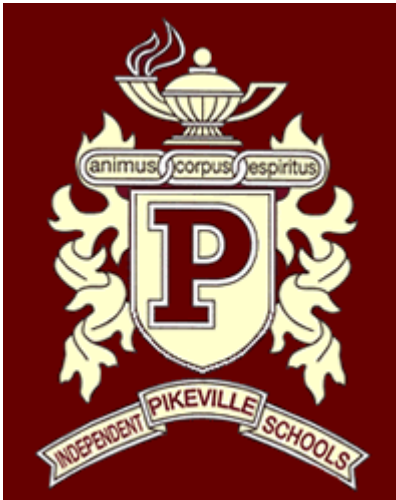
<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress/Success</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
DS.1a	The local Board will review disaggregated data for student subgroups	Leadership decisions focused on need (Board Minutes, I&I Checks).	Jerry Green Cissy Leatherman	Oct. 2010	Oct. 2012		
DS.1b	District leadership will facilitate faculty/staff collaboration focused across student subgroups/levels/schools to identify key transition points and facilitate vertical teaming.	Shared vision and successful transition for each student (Board minutes, Council minutes, staff interviews).	Jerry Green Cissy Leatherman Sherry Tackett William Johnson	July 2010	June 2012		To be determined
DS.1c	District will provide release time to allow Professional Learning Communities to meet.	Ongoing, high quality professional development and increased focus on student achievement (meeting agendas, administrative observations)	Jerry Green Cissy Leatherman Sherry Tackett Principals	Sept. 2010	May 2012		To be determined
DS.1d	Identified English Language Learners (ELL) students will complete the state approved assessment and receive services as provided in an individual program service plan.	Instruction will address the needs of all students (assessment records, service plan).	Sherry Tackett Principals	Aug. 2010	May 2012		Title I Title III GF
DS.1e	Superintendent will meet twice annually to review administrator growth plans and provide feedback on performance.	Increased leadership effectiveness (personnel evaluation, growth plans).	Jerry Green	July 2010	June 2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress/Success</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
DS.1f	The Board will review school/district improvement plans and data relevant to decisions.	Shared vision and increased focus on student performance (surveys, I&I checks, Board minutes).	Jerry Green Mark Myers	July 2010	June 2012		
DS.1g	On behalf of SBDM Councils, principal reports to the Board will include Implementation and Impact Reports for the Comprehensive School Improvement Plan, concerns and needs.	Shared vision, common understanding of priority needs, focused resource allocation (I&I Checks).	PES Principal PHS Principal	Sept. 2010 Mar. 2011 Oct. 2010 Apr. 2011	June 2012		
DS.1h	The local Board will host an annual meeting with SBDM Councils. PES – Sept. 2010 and 2011 PHS – Oct. 2010 and 2011	Increased collaboration, communication, and shared vision (surveys, focus groups).	Jerry Green	Aug. 2010	May 2012	\$400	
DS.1i	The Board will review discretionary budget decisions within the context of the district mission and/or identified school needs.	Shared vision and increased focus on student performance (budget reports, Board minutes).	Mark Myers Jerry Green	July 2010	June 2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress/Success</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
DS.2a	The district web page will provide timely, relevant information to students, families and community.	Increased parent/teacher/community interaction focused on student achievement (school documentation of activities, surveys, focus groups).	Cissy Leatherman	July 2010	June 2012		
DS.2b	The local Board will host a biennial Community Discussion.	Increased collaboration, communication, and shared vision (surveys, focus groups).	Jerry Green Mark Myers	Feb. 2011	Feb. 2012		
DS.2c	The district/schools will partner with the community to implement a collaborative character education initiative that will include "Word of the Month," and daily "Words of Wisdom."	Students will demonstrate appropriate behavior (discipline records, project evaluation).	Sherry Tackett Principals	Aug. 2010	May 2012		
DS.2d	The district will continue Kentucky Incentive Project (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Schools/district will have valid survey data for use in comprehensive improvement planning (survey reports, improvement plan).	Billy Johnson	Fall 2010	Fall 2012		

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress/Success</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
DS.2e	The local Board will extend Regular Board Meetings to include intentional collaboration with stakeholder groups within the district and across the larger community.	Increased collaboration, communication, and shared vision (surveys, focus groups).	Jerry Green	July 2010	June 2012	Varies	
DS.2f	The district will monitor Wellness trend data available from programs currently implemented.	Evaluate effectiveness of current wellness programs.	Billy Johnson	August 201-	June 2012		

Technology Plan:  
Pikeville Independent Schools  
Pikeville, Kentucky



<http://pikeville.kyschools.us>

Prepared Date: December 1, 2009  
Plan Start Date: July 1, 2010  
Plan Expiration Date: September 30, 2011  
Approved Date: Pending Commonwealth Approval

## **Acknowledgments**

### **District Technology Staff**

Cissy Leatherman, DTC

### **School Technology Coordinators**

Neil Arnett, Pikeville Elementary School

Brandon Blackburn, Pikeville High School

### **Students**

Ross Shurtleff, Pikeville High School

### **Technology Resource Teachers**

Neil Arnett, Pikeville Elementary School

Brandon Blackburn, Pikeville High School

### **School Library Media Specialist**

Connie Casebolt, Pikeville Elementary School

### **Additional District Contributors**

Royce Mayo, Principal

Robert Jones, Principal

Sherry Tackett, Instructional Supervisor

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## **Executive Summary**

The Pikeville Independent Schools District Technology Plan is comprised of 2 main goals: To provide and maintain a network infrastructure that will provide equitable access to technology for all students and staff and will support teachers in effective integration of technology. The network infrastructure will empower teachers to use telecommunication and technology as tools to improve learning for all students as required by No Child Left Behind (NCLB); and To increase technology integration into the curriculum. Classrooms will be equipped with the various components of intelligent classrooms, and teachers will be trained and supported in the classroom as they integrate the use of these tools into curriculum and daily lessons. District and school websites will be upgraded to allow teachers to maintain web pages to better inform parents. Parents will have option to sign up for various messaging options as well.

## **Planning Process / Methodology**

The Pikeville Independent Schools District Technology committee meets on a regular basis to discuss technology needs and implementation in the district. The district committee works with school representatives to implement technology for students and staff in the district.

The Pikeville Independent District Technology Plan is the result of multiple surveys, evaluations, interviews, and meetings conducted by central office personnel and school-based technology specialists. The needs identified through the use of those instruments are addressed in the goals and activities of this plan and are aligned to the instructional goals of the district.

## Technology Vision and Goals

### Goal 1

By June 2011, the district/school will have in place a network infrastructure that will provide equitable access to technology for all students and staff and will support teachers in effective integration of technology. The network infrastructure will empower teachers to use telecommunication and technology as tools to improve learning for all students as required by No Child Left Behind (NCLB) as evidenced by network, telecommunication, and technology inventories and Implementation and Impact Reports.

### Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Fiber will be leased to enable the district and schools to effectively communicate with each other and to efficiently access the Internet	Network speed will increase, providing improved access to network resources	Network logs showing usage.	07/01/10-06/30/11	Cissy Leatherman	Local ERate
All classrooms will have access to outside telephone lines for the purpose of communicating with parents and other stakeholders. Schools will have access to both local and long distance services for communication purposes.	Improved communication between all stakeholders and a safer school environment	Local Help Desk logs Parent/teacher surveys	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Local ERate
Schools will be equipped with wireless access to allow connectivity throughout the district.	Improved access and flexible use of network resources	Network diagrams Local Help Desk logs Teacher surveys	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	KETS ERate

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Cellular phone services and pager services will be provided to key individuals to allow for rapid access to communication between schools and administrators.	Additional method of communication to ensure a safe and effective instructional environment	Inventories Local Help Desk logs User Surveys and Interviews	07/01/2010 – 06/30/2011	Cissy Leatherman	Local ERate
Teacher and student workstations, classroom printers, intelligent classroom components and instructional software will be replaced/added as needed. (Purchase approximately 50 workstations districtwide.)	Improved performance of instructional resources and increased integration of technology	Inventories Observations Local Help Desk logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Local KETS Title II Part D Formula Title II Part D ARRA Title I ARRA
Wireless carts/laptops will be purchased to facilitate technology integration in all classes.	Improved flexibility in use of instructional resources.	Surveys Scheduling Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Title VI
Networking switches will be utilized to allow appropriate access at the school and district level for both wired and wireless environments.	Enhanced networking capabilities for students and staff.	Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	KETS ERate
Technology equipment to include instructional file	Enhanced security and improved monitoring	Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman	KETS ERate

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
servers, web server, and essential software (OS, Proxy, email) will be assessed annually and replaced as needed. (ISA Server, instructional server, web server)	capabilities of faculty, staff, and students. Improved accessibility of instructional resources				

## Goal 2

By June 2011, technology integration into the curriculum will increase as evidenced by lesson plans, unit plans, classroom observations, and walk-throughs.

### Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
The district will facilitate vertical and horizontal curriculum review/revision in core subject areas to include technology integration as applicable.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance, etc.	Administrator Walk-Through Observations Lesson Plans Student Projects/Products	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Royce Mayo Robert Jones	None Needed

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Teachers will participate in technology training and job embedded professional development on effective integration of technology in teaching	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance.	Administrator walk-through data Lesson Plans Student Projects STC/TRT logs Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Neil Arnett Brandon Blackburn Royce Mayo Robert Jones	Local (Salaries) Title II Part D Title II Part D ARRA
Teachers will be trained to use iMacs and to integrate their use into classroom instruction.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance, etc.	Administrator walk-through data Lesson Plans Student Projects STC/TRT logs Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Title II Part D Title II Part D ARRA
Schools will be provided with technical, instructional, and administrative support to ensure that all students have equitable access to technology.	Improved accessibility, dependability, and performance of all software and instructional applications. More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all.	Surveys Student and teacher technology self-assessments Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Local

## Student Technology Literacy Skills

### Goal 1

Student instruction in technology and information literacy skills will be embedded in all content areas.

### Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
The district will facilitate vertical and horizontal curriculum review/revision in all subject areas to include technology integration as outlined in the Program of Studies.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance.	Evidence of an aligned curriculum document with technology integration embedded. Student products	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett	None
Students' technology literacy skills will be assessed beginning in fifth grade and continuing through eighth grade.	Will lead to increased number of focused learning opportunities and acquisition of knowledge.	Student assessment results	07/01/2010 – 06/30/2011	Cissy Leatherman	None
Teachers will analyze technology assessment results and adjust curriculum according to student need.	Will lead to increased number of focused learning opportunities and acquisition of knowledge.	Student assessment results	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Royce Mayo Robert Jones	None

## Integration of Technology into Curricula and Instruction

### Goal 1

By June 2011, teachers will incorporate a variety of technology resources into instruction as evidenced by walk-through data, observations, lesson plans and student projects and products.

### Action Plan: Projects/Activities

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
The district will facilitate vertical and horizontal curriculum review/revision in core subject areas to include technology integration as applicable.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance, etc.	Administrator Walk-Through Observations Lesson Plans Student Projects/Products	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Royce Mayo Robert Jones	None Needed
Teachers will participate in technology training and job embedded professional development on effective integration of technology in teaching	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance.	Administrator walk-through data Lesson Plans Student Projects STC/TRT logs Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Neil Arnett Brandon Blackburn Royce Mayo Robert Jones	Local (Salaries) Title II Part D Title II Part D ARRA
Teachers will be trained to use iMacs	More effective use of technology by staff	Administrator walk-	07/01/2010 –	Cissy Leatherman	Title II Part D

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
and to integrate their use into classroom instruction.	and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance, etc.	through data Lesson Plans Student Projects STC/TRT logs Local Help Desk Logs	06/30/2011	Neil Arnett Brandon Blackburn	Title II Part D ARRA
Schools will be provided with technical, instructional, and administrative support to ensure that all students have equitable access to technology.	Improved accessibility, dependability, and performance of all software and instructional applications. More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all.	Surveys Student and teacher technology self-assessments Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Local
Intelligent classroom components will be purchased and installed in all classrooms over the next two year.	Improved performance of instructional resources and increased integration of technology leading to improved student achievement	Walk-through data Inventories Student products Surveys	07/01/2010 – 06/30/2012	Cissy Leatherman Neil Arnett Brandon Blackburn	Local Title I ARRA Title II Part D Title II Part D ARRA
Teachers will receive training on the effective use of smart classrooms	More effective use of technology by staff and students leading to increased learning	PD Evaluation forms Walk-through data	07/01/2010 – 06/30/2011	Cissy Leatherman	Title II Part D Title II Part D ARRA

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
components	opportunities and acquisition of knowledge by all.	Lesson Plans Student Products			

## Staff Training/ Professional Development Goals

### Goal 1

All teachers will be trained in effective strategies and tools necessary to integrate technology into the curriculum as outlined in the Program of Studies.

### Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Teachers will receive training on the effective use of smart classrooms components	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all.	PD Evaluation forms Walk-through data Lesson Plans Student Products	07/01/2010 – 06/30/2011	Cissy Leatherman	Title II Part D Title II Part D ARRA
Teachers will be trained to use iMacs and to integrate their use into classroom instruction.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge by all as evidenced by walk-through data, lesson plans, student projects, student performance, etc.	Administrator walk-through data Lesson Plans Student Projects STC/TRT logs Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	Title II Part D Title II Part D ARRA
Teachers will receive job embedded professional development on effective integration of technology in teaching through the use of technology resource personnel.	More effective use of technology by staff and students leading to increased learning opportunities and acquisition of knowledge	Administrator walk-through data Student Projects STC/TRT logs Local Help Desk Logs	07/01/2010 – 06/30/2011	Cissy Leatherman Sherry Tackett Neil Arnett Brandon Blackburn Royce Mayo Robert Jones	Local (Salaries) Title II Part D Title II Part D ARRA

## **Current Technology and Resources**

Technology equipment to include instructional file servers, web server, student workstations, teacher/staff workstations, and essential software is assessed annually and replaced as needed. Currently both schools need new, larger instructional file servers as well as web and content management servers to provide class websites and instructional resources. While many classrooms have “Smart” classroom components, those components need to be installed in all classrooms to ensure equitable access by all students and teachers.

Technology resource teachers handle most training needs through job-embedded professional development on a day to day basis. Professional development needs include training on iMAC computers, use of multimedia equipment including projectors, whiteboards, and tablets, specific training on grade-level/subject area appropriate software, training on student information system software, and training on content management software to include SharePoint and Moodle.

## Evaluation

### Performance Goal 1

By June 2011, students will receive instruction from an aligned curriculum with technology embedded in all subject areas as evidenced by a curriculum documents, lesson plans, observations, and student and teacher assessment results.

### Action Plan: Strategies/Activities

Indicator	Target	Tools/Methods Used	Timeline	Person(s) Responsible	Funding Source
Students in grades 5 through 8 will be assessed using measures available through Simple Assessment	80% of students will be proficient by the end of 8 <sup>th</sup> grade.	Simple Assessment	7/01/2010 – 06/30/2011	Cissy Leatherman	None
District Technology Committee will conduct Implementation Impact checks of the Technology Plan twice yearly and make mid-course adjustments as necessary	Implementation Impact check completed twice yearly. Timeline is met.	Forms used in CDIP	11/30/2010 3/31/2011	Cissy Leatherman Neil Arnett Brandon Blackburn	None

# Budget Summary

School Year: 2010-2011

## Annual Budget Summary

**Note: duplicate this page for each year as needed** (if a multiyear plan)

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- List all funding sources for recurring services, anticipated purchases, and professional development.
- Include the total of all technology resources to support the district’s technology initiatives.
- Note: At least 25% of the funds allocated to an LEA through the *Title IID ED Tech Program* (Competitive and Non-Competitive), must be allocated for professional development activities.
- This information will be helpful in completing Item 25D on the E-Rate Form 471.

Acquired Technologies and Professional Development	Ed Tech Competitive Title IID	Ed Tech Formula Title IID	ARRA Formula Title IID	ARRA Competitive Title IID	E-Rate	NCLB/other than Title IID	KETS	Other (Specify)
The district will facilitate vertical and horizontal curriculum review/revision in core subject areas to include technology integration as applicable.								None
All teachers will participate in training needed to develop teacher web pages and to access/edit curriculum documents on the district website or intranet.								None
Teachers will participate in technology training and job embedded professional development on effective integration of technology			\$2,000					\$64,500 (local – TRT Salary)

Acquired Technologies and Professional Development	Ed Tech Competitive Title IID	Ed Tech Formula Title IID	ARRA Formula Title IID	ARRA Competitive Title IID	E-Rate	NCLB/other than Title IID	KETS	Other (Specify)
in teaching								
Teachers will be trained to use iMacs and to integrate their use into classroom instruction.		\$1000						
Schools will be provided with technical, instructional, and administrative support to ensure that all students have equitable access to technology.								\$35,000 (local)
Technology equipment to include instructional file servers, web server, and essential software (OS, Proxy, email) will be assessed annually and replaced as needed. (ISA Server, instructional server, web server)							\$4000	
Fiber will be leased to enable the district and schools to effectively communicate with each other and to efficiently access the Internet					(\$30,000 if awarded)			\$16,154 (local)
All classrooms will have access to outside telephone lines for the purpose of communicating with parents and other					(\$19,800 if awarded)			\$10,200 (local)

Acquired Technologies and Professional Development	Ed Tech Competitive Title IID	Ed Tech Formula Title IID	ARRA Formula Title IID	ARRA Competitive Title IID	E-Rate	NCLB/other than Title IID	KETS	Other (Specify)
stakeholders. Schools will have access to both local and long distance services for communication purposes.								
Schools will be equipped with wireless access to allow connectivity throughout the district.					(\$3,230 if awarded)		\$1,664	
Networking switches will be utilized to allow appropriate access at the school and district level for both wired and wireless environments.					(\$26,330, if awarded)		\$13,564	
Cellular phone services and pager services will be provided to key individuals to allow for rapid access to communication between schools and administrators.					(\$6600 if awarded)			\$3,400 (local)
Teacher and student workstations, classroom printers, intelligent classroom components, and instructional software will be replaced/added as needed. (Purchase approximately 50 workstations)		\$2,250	\$5129			\$50,000 (Title 1 ARRA)	\$30,000	\$36,139 (local)

Acquired Technologies and Professional Development	Ed Tech Competitive Title IID	Ed Tech Formula Title IID	ARRA Formula Title IID	ARRA Competitive Title IID	E-Rate	NCLB/other than Title IID	KETS	Other (Specify)
districtwide.)								
Wireless carts/laptops will be purchased to facilitate technology integration in all classes.						\$30,000 (Title VI)		
<b>TOTAL</b>		<b>\$3,250</b>	<b>\$7,129</b>		<b>\$85,960</b>	<b>\$80,000</b>	<b>\$49,228</b>	<b>\$165,393</b>

