



Comprehensive School Improvement Plan

**Pine Knot Intermediate School
McCreary County**

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Introduction

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

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

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

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

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

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

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

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

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

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

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

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

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

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Equitable Access to Effective Educators - School

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

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

Based on our chart, we have a high poverty rate and a high disability rate. This makes teaching in our area more challenging. We have few minority students. We are located in a rural area. For these reasons, many high quality teachers choose to go elsewhere.

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

The main barrier identified is the high poverty rate. The root cause of the high poverty in our district is contributed to the closing of the coal mines and the eradication of the coal industry. The rural environment lacks the appeal to many businesses and factories to locate to our area.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Comprehensive School Improvement Plan

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Equitable access to effective educators must be reflected 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 teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:

All stakeholders of Pine Knot Intermediate School will implement effective and efficient classroom management that includes a 95% student attendance rate and classroom routines that promote order, success, and appropriate behaviors.

Measurable Objective 1:

collaborate to create a safe environment where effective and efficient classroom management promotes student achievement and increases teacher retention rate by 05/31/2017 as measured by increased student performance as reflected by weekly assessments, nine week assessments, MAPS scores and KPREP scores .

Strategy1:

Effective Learning Climate - Students will receive high levels of feedback promoting positive behavior and perfect attendance.

Category: Integrated Methods for Learning

Research Cited: Characteristics of Highly Effective Learning

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents/Guardians will be contacted concerning attendance. Notification will include: daily one calls, student conferences, attendance letters and parent conferences.	Policy and Process	08/15/2016	05/31/2017	\$250 - FRYSC	Administration and FRC staff

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Teacher Conferences will be held each nine weeks at mid-term.	Parent Involvement	08/15/2016	05/31/2017	\$0 - Other	All faculty/administration

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Activity - Behavior Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a school wide behavior management plan and behavior chart documentation to support student achievement.	Behavioral Support Program	05/16/2016	05/31/2017	\$0 - Other	All staff/faculty

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with 100% attendance will be rewarded with various incentives of recognition.	Policy and Process	08/15/2016	05/31/2017	\$1000 - District Funding	Administration

Goal 2:

Increase the percentage of effective teachers based on the PGES.

Measurable Objective 1:

demonstrate a proficiency for effective evaluation of teachers by 05/15/2017 as measured by PGES Evaluation System.

Strategy1:

Professional Growth and Effectiveness System - The Leadership Team will utilize the Certified Evaluation Plan as developed by the district for the 2016-2017 school year.

Category: Teacher PGES

Research Cited: District Administration, School Administration, KVEC

Activity - Growth and Effectiveness Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will evaluate PGES data for the purpose of identifying professional learning needs as well as evaluating fiscal and human resources.	Professional Learning	08/15/2016	05/31/2017	\$0 - No Funding Required	Administration and District Administration

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Student Growth Goals based on student need as identified in district/school assessment for tracking of improvement.	Academic Support Program	08/15/2016	05/31/2017	\$0 - No Funding Required	Administration and Teachers

Strategy2:

Recruitment of highly effective teachers - Activities will be performed to help recruit and retain highly effective teachers. This will be monitored by a decrease in the teacher turnover rate.

Category: Teacher PGES

Research Cited: National Comprehensive Center for Teacher Quality - Federal funded

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Activity - College Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will contact college's that have teacher education programs and request student teachers. This will allow us to identify quality skilled professionals to recruit for hiring.	Recruitment and Retention	08/17/2016	05/31/2017	\$0 - No Funding Required	SBDM, teachers and administrators.

Activity - Teacher Interview Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKIS SBDM will implement a hiring process that not only includes an extensive interview process, but also a performance and written component. Applicants will be required to teach a lesson to a group of students while being observed by the SBDM council.	Recruitment and Retention	08/17/2016	05/31/2017	\$0 - No Funding Required	SBDM Members, Administration

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Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Mrs. Rebecca Blakley - Principal

Mrs. Susan Tucker - Assistant Principal

Ms. Michelle Trammell - Counselor/ Leadership Team

Mr. Shane King - Teacher / SBDM Member / Leadership Team

Mr. Justin Sims - Teacher / SBDM Member

Mrs. Karen Kidd - Teacher / SBDM Member

Mrs. Lisa Gilreath - Teacher / Leadership Team

Mrs. Sasha Taylor - Teacher / Leadership Team

Ms. Marka Perry - Parent / SBDM Member

Ms. Stacie Hammons - Parent / SBDM Member

Mr. Kevin Tucker - Family Resource Coordinator

Mrs. Teresa Kidd - Teacher / Peer Observer

Ms. Ashley Spradlin - Teacher / Peer Observer

Ms. Missy Skinner - Parent Volunteer / PTO Member

Ms. Marka Perry - Parent / PTO member

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Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

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Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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Advocacy

Overall Rating: 3.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Building Relationships

Pine Knot Intermediate School understands the importance of relationships building and how it plays a vital role in the educational process. The school offers a variety of ways for this relationship building to occur but could always improve. Pine Knot Intermediate School collaborates with McCreary County Public Library and has a system in place that allows our students to read and take Accelerated Reading test during the summer, on the weekend, and any time school is not in session. Our school works with the McCreary County Health Department to bring health programs to our school as well as inform the students of community happenings and programs through their department. The Health Department also provides Health and Wellness classes to PKIS in collaboration with our PE teacher. The Fish and Wildlife Agency also works with our school to provide wildlife education to our students. Pine Knot Intermediate School also works closely with the local 4-H Agency to provide opportunities for our students.

One identified weakness that occurs is that the feedback that is received is often taken into consideration informally as opposed to having a systematic method to address the feedback and implement change.

Communications

Pine Knot Intermediate school feels that good communication between the school, parents and all other stakeholders is taking place. Academic Achievement on KPREP, MAPS, Program Review and our 9 Week Data is communicated to parents and stakeholders at our SBDM Meetings as well as our parent nights. The principal sends a weekly email to all parents about upcoming activities and one calls are made to keep parents informed.

Decision Making

Most decision making occurs through our SBDM Council. Teachers and staff are informally polled and the information is brought back to council meetings. All parents are invited to attend council meetings.

Advocacy

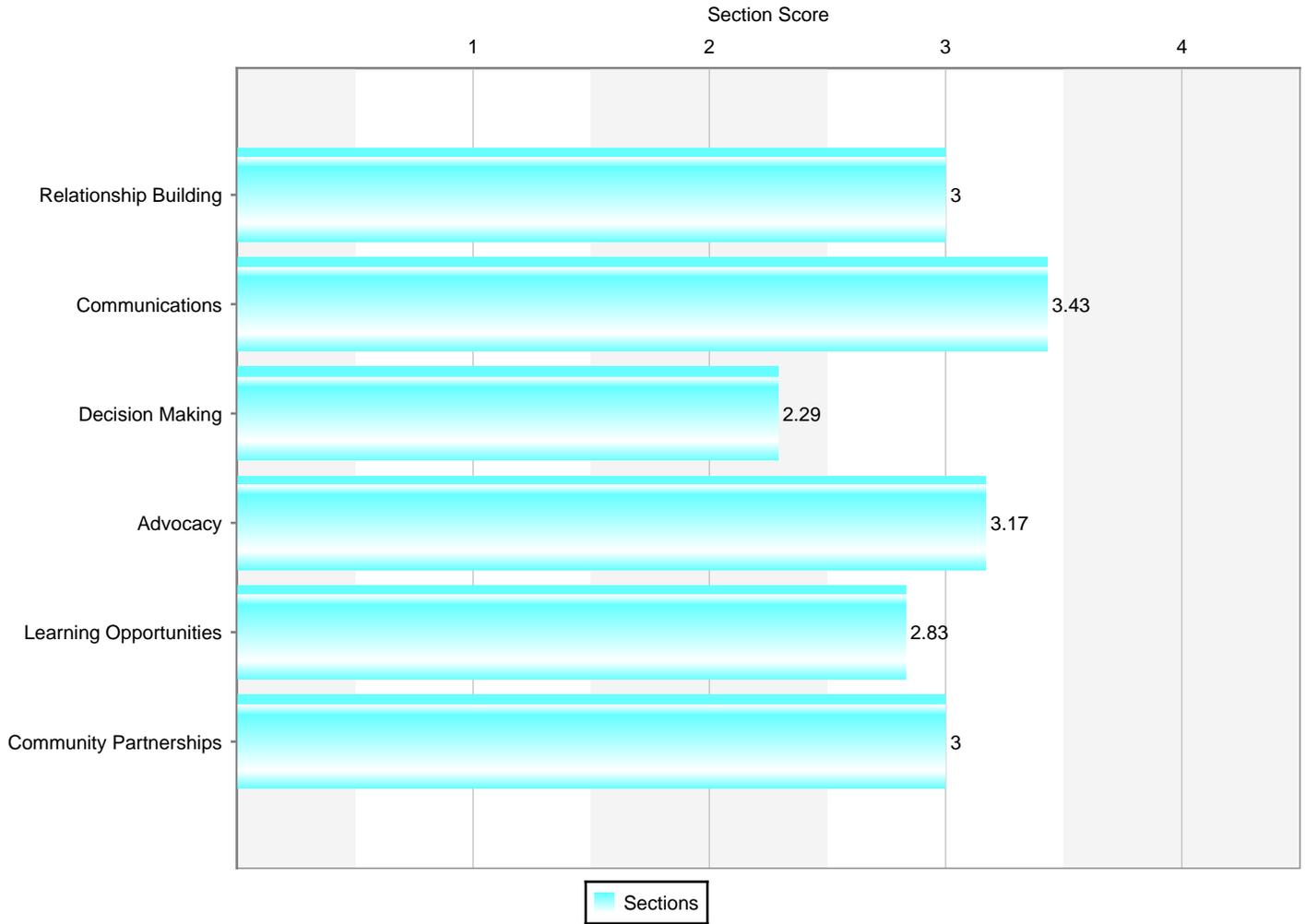
Pine Knot Intermediate School believes advocating for students is very important. This is a weak area that we could improve upon. There seems to be little or no training for the public to educate them on how to become advocates. Parents are encouraged to voice their concerns but there doesn't seem to be a systematic method to record all concerns and address any problems.

Learning Opportunities

Pine Knot Intermediate School has PAC (Parent and Community) meetings that provides learning opportunities to parents on a variety of topics. We would like to see an increase in parent participation at these meetings

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Pine Knot Intermediate School's Site Based Council meets monthly. The council reviews student data and collaborates to develop and implement plans for improvement based on student needs. Certified staff took part in the TELL Survey and VAL-ED / Student Voice data was used as well. Committees were formed made up of certified staff. TELL Survey data is analyzed and results are used to developed an action plan to address areas of need. Committee meetings were held before/after school. The action plans developed by the committees were then used by the schools leadership team to develop working condition goals.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups were comprised by the SBDM council members, Leadership Team, PTO, FRYSC, PKIS Staff, students, PKIS Administration.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to faculty and staff members during PLC Meetings, Curriculum Meetings, Professional Development, and SBDM meetings. We will welcome all stakeholders to attend the SBDM meeting when the CSIP is reviewed. Upon approval by SBDM, the CSIP will be available on the school website for all stakeholders to view.

Phase I - Needs Assessment

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Introduction

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

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Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The questions we are trying to answer are: What areas do our students need improvement? What areas do our students succeed? The data provided information on Gap Groups such as; female/male comparisons, free and reduced lunch, paid lunch students, and also a comparison of General Education Students with Special Needs/Gifted and Talented students. The data does not provide subcategory information of individual testing areas. The information helps us drive instruction.

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Areas of Strengths

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

One area of strength is Math. We are conducting walkthroughs, weekly PLC/Curriculum meetings, PGES goals, MAPS testing to regroup students as needed, and implementing Response to Intervention when needed. This should help us to sustain our scores in this area.

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Opportunities for Improvement

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

Our school needs improvements in the areas of Reading, Writing and Language Arts. Our school has professional developments to address the area of needs, morning Corrective Reading classes, school wide on demands using a school wide format, ESS day time waiver instruction, Book It Program, implementing Response to Intervention as needed, curriculum committees, MAPS testing to check student achievement throughout the year. We have updated our schedule to provide more Language Arts instruction in 6th grade. We will also use MAPS testing results to regroup our students and identify projected novice who receive extra instruction through RTI.

DRAFT

Conclusion

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

We continue to reflect on our programs/strategies that are implemented to measure effectiveness. We are consistently differentiating instruction to meet the needs of our students. We are using MAPS to ability group students as needed and provide interventions as needed. Student placement is ever changing based on MAPS results and student needs.

DRAFT

2016-2017 Comprehensive School Improvement Plan

DRAFT

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

Plan Description

2016-2017 CSIP

DRAFT

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	PROFICIENCY GOAL: Reading - All students at Pine Knot Intermediate School will raise proficiency from 55.6 to 64.	Objectives: 1 Strategies: 6 Activities: 9	Academic	\$17000
2	All stakeholders of Pine Knot Intermediate School will implement effective and efficient classroom management that includes a 95% student attendance rate and classroom routines that promote order, success, and appropriate behaviors.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1250
3	Increase the percentage of effective teachers based on the PGES.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
4	NOVICE REDUCTION: READING FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 17.3 to 14.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$15500
5	NOVICE REDUCTION: MATH DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 14% to 13%.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1000
6	NOVICE REDUCTION: READING NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 17% to 14%.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$17000
7	NOVICE REDUCTION: MATH NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 11.9% to 10%.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$17000
8	PROFICIENCY GOAL: MATH All students at Pine Knot Intermediate School will raise Proficiency from 58.7 to 61.8.	Objectives: 1 Strategies: 6 Activities: 9	Academic	\$18000
9	NOVICE REDUCTION: READING DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 18.7 to 15..	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$1000

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10	NOVICE REDUCTION: MATH FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 12.1% to 10%	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$15500
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Goal 1: PROFICIENCY GOAL: Reading - All students at Pine Knot Intermediate School will raise proficiency from 55.6 to 64.

Measurable Objective 1:

64% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency for all students in Reading by 05/31/2017 as measured by K-Prep Assessment.

Strategy 1:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/15/2016	05/15/2017	\$0	General Fund	Administrative Staff, Teachers, FYRC Staff

Strategy 2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/15/2016	05/31/2017	\$500	FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
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Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/15/2016	05/31/2017	\$0	Other	Family Resource Staff

Strategy 3:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Teachers, and Support Staff as needed.

Strategy 4:

RTI - Response to Intervention - RTI - Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

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Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy 5:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers
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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Strategy 6:

Program Review - Teacher will research ways to incorporate program review / PLVS activities in the Reading classroom. This will be evidenced by 9 week plans,.

Category: Professional Learning & Support

Research Cited: KDE Program Review Implementation

Activity - Choral Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned parts and perform various skits in front of an audience.	Direct Instruction	08/17/2016	05/31/2017	\$0	No Funding Required	Reading teachers

Goal 2: All stakeholders of Pine Knot Intermediate School will implement effective and efficient classroom management that includes a 95% student attendance rate and classroom routines that promote order, success, and appropriate behaviors.

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Measurable Objective 1:

collaborate to create a safe environment where effective and efficient classroom management promotes student achievement and increases teacher retention rate by 05/31/2017 as measured by increased student performance as reflected by weekly assessments, nine week assessments, MAPS scores and KPREP scores .

Strategy 1:

Effective Learning Climate - Students will receive high levels of feedback promoting positive behavior and perfect attendance.

Category: Integrated Methods for Learning

Research Cited: Characteristics of Highly Effective Learning

Activity - Behavior Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a school wide behavior management plan and behavior chart documentation to support student achievement.	Behavioral Support Program	05/16/2016	05/31/2017	\$0	Other	All staff/faculty

Activity - Parent Involvement/ Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Teacher Conferences will be held each nine weeks at mid-term.	Parent Involvement	08/15/2016	05/31/2017	\$0	Other	All faculty/administration

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will be contacted concerning attendance. Notification will include: daily one calls, student conferences, attendance letters and parent conferences.	Policy and Process	08/15/2016	05/31/2017	\$250	FRYSC	Administration and FRC staff

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with 100% attendance will be rewarded with various incentives of recognition.	Policy and Process	08/15/2016	05/31/2017	\$1000	District Funding	Administration

Goal 3: Increase the percentage of effective teachers based on the PGES.

Measurable Objective 1:

demonstrate a proficiency for effective evaluation of teachers by 05/15/2017 as measured by PGES Evaluation System.

Strategy 1:

Professional Growth and Effectiveness System - The Leadership Team will utilize the Certified Evaluation Plan as developed by the district for the 2016-2017 school year.

Category: Teacher PGES

Research Cited: District Administration, School Administration, KVEC

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Student Growth Goals based on student need as identified in district/school assessment for tracking of improvement.	Academic Support Program	08/15/2016	05/31/2017	\$0	No Funding Required	Administration and Teachers

Activity - Growth and Effectiveness Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administration will evaluate PGES data for the purpose of identifying professional learning needs as well as evaluating fiscal and human resources.	Professional Learning	08/15/2016	05/31/2017	\$0	No Funding Required	Administration and District Administration
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Status	Progress Notes	Created On	Created By
Completed	All PKI teachers have completed their 2015-2016 required Professional Development.	April 28, 2016	Mrs. Susan E Tucker
In Progress	Teachers are working toward completion of the their professional growth goal.	February 17, 2016	Rebecca Blakley
In Progress		June 03, 2015	Rebecca Blakley
In Progress	Each teacher identified an area of need and developed their Professional Growth Goals.	February 25, 2015	Rebecca Blakley

Strategy 2:

Recruitment of highly effective teachers - Activities will be performed to help recruit and retain highly effective teachers. This will be monitored by a decrease in the teacher turnover rate.

Category: Teacher PGES

Research Cited: National Comprehensive Center for Teacher Quality - Federal funded

Activity - College Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will contact college's that have teacher education programs and request student teachers. This will allow us to identify quality skilled professionals to recruit for hiring.	Recruitment and Retention	08/17/2016	05/31/2017	\$0	No Funding Required	SBDM, teachers and administrators

Activity - Teacher Interview Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKIS SBDM will implement a hiring process that not only includes an extensive interview process, but also a performance and written component. Applicants will be required to teach a lesson to a group of students while being observed by the SBDM council.	Recruitment and Retention	08/17/2016	05/31/2017	\$0	No Funding Required	SBDM Members, Administration

Goal 4: NOVICE REDUCTION: READING FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 17.3 to 14.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade Economically Disadvantaged students will increase student growth by reducing the novice students by 3.3%. in Reading by 05/31/2017 as measured by 2016-2017 KPREP scores.

Strategy 1:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who are projected novice according to the MAPS Testing.

Category: Continuous Improvement

Research Cited: KY System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAPS assessment, classroom assessment scores, star test scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Reading.	Academic Support Program	08/15/2016	05/31/2017	\$0	General Fund	Administrators and teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/15/2016	05/31/2017	\$0	General Fund	Administrators and Teachers

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Strategy 2:

Parent Conference - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff/FRYSC/Teachers

Strategy 3:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standard and Indicator for School Improvement.

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

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Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0	Other	Family Resource Center Staff

Strategy 4:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Teachers, and Support Staff as needed.

Strategy 5:

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative School/Teachers/Support Staff as needed
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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Goal 5: NOVICE REDUCTION: MATH DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 14% to 13%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice students to 13% in Mathematics by 05/31/2017 as measured by KPREP.

Strategy 1:

Special Education Teacher Training on Data Boards - Special Education Teachers will be trained on how to use data boards to improve students with disabilities educational performance.

Category: Professional Learning & Support

Research Cited: Visible Learning

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Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the information gathered from Data Boards to help drive instruction.	Professional Learning	11/01/2016	05/31/2017	\$500	District Funding	Special Education Teachers and Administrator

Strategy 2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	District Funding	FRYSC

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Family Resource Staff
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Goal 6: NOVICE REDUCTION: READING NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 17% to 14%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice student by 3%. in Reading by 05/31/2017 as measured by KPREP.

Strategy 1:

Parent Conference - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky System of Student Intervention

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0	No Funding Required	Administrator s/Teachers/ RYSC Staff

Strategy 2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

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Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0	Other	Family Resource Staff

Strategy 3:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Teachers, and Support Staff as needed.
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Strategy 4:

RTI - Response to Intervention - Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy 5:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one

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on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Staff and Classroom Teachers.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Goal 7: NOVICE REDUCTION: MATH NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 11.9% to 10%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth to reduce the novice from 11.9% to 10% in Mathematics by 05/31/2017 as measured by KPREP.

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Strategy 1:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	General Fund	FRYSC

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Family Resource Staff

Strategy 2:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

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Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0	No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy 3:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrator, Teachers, and Support Staff as needed.
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Strategy 4:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Staff, Teachers, FYRC Staff

Strategy 5:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/17/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Goal 8: PROFICIENCY GOAL: MATH All students at Pine Knot Intermediate School will raise Proficiency from 58.7 to 61.8.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency score in Mathematics by 05/31/2017 as measured by KPREP.

Strategy 1:

Curriculum - Curriculum Maps will be developed/completed each nine weeks to ensure that research based instructional strategies & materials, Kentucky Core Content/Academic Standards, Program of Studies, College Readiness, DOK levels/Learning Target are aligned to the Common Core State Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Pine Knot Intermediate School

Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff, Teachers, and Support Staff as needed
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Strategy 2:

RTI - Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy 3:

Comprehensive School Improvement Plan

Pine Knot Intermediate School

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/15/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Strategy 4:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

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Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Staff, Teachers, FYRC Staff

Strategy 5:

Professional Development - Teachers will have the opportunity to expand their knowledge and skills in areas of need as indicated by K-Prep data.

Category: Professional Learning & Support

Research Cited: Professional Learning & Support

Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in the MDC workshop and utilize activities in their classroom to use formative assessment to drive instruction.	Professional Learning	07/13/2016	05/31/2017	\$1000	District Funding	Math teachers MDC trainers

Strategy 6:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
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Activity - Back-Pack Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Family Resource Staff

Goal 9: NOVICE REDUCTION: READING DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 18.7 to 15..

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing the novice students by 3.7%. in Reading by 05/31/2017 as measured by KPREP.

Strategy 1:

Special Education Teacher Training on Data Boards - Special Education Teachers will be trained on how to use data boards to improve students with disabilities educational performance.

Category: Professional Learning & Support

Research Cited: Visible Learning

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Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the information gathered from Data Boards to help drive instruction.	Academic Support Program	11/01/2016	05/31/2017	\$500	District Funding	Special Education Teachers and Administrators

Activity - Behavior Intervention Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide effective behavior interventions strategies school wide.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrators/Teachers/Support Staff

Strategy 2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

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Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Family Resource Staff

Strategy 3:

Corrective Reading - We added Corrective Reading time in the morning to the school wide schedule. All of our students with disabilities will be placed in a corrective reading class based on needs for 45 minutes per day.

Category: Continuous Improvement

Research Cited: Kentucky Literacy Framework

Activity - SRA Reading Laboratory (Science Researched Associates)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop comprehension, vocabulary, fluency, word analysis, and study skills, Reinforce specific skills in which certain students show a weakness, Engage students' interest and increase their knowledge base using a wide array of fiction and nonfiction selections. Students are placed in the appropriate series for their current academic ability.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrator s/Teachers/S support Staff

Activity - Metro	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targets beginning reading skills to provide interventions for struggling readers.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrator s/Support Staff

Goal 10: NOVICE REDUCTION: MATH FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 12.1%

to 10%

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice students by 2.1% in Mathematics by 05/31/2017 as measured by 2016-2017 KPREP scores..

Strategy 1:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who are projected novice according to the MAPS Testing.

Category: Continuous Improvement

Research Cited: KY System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAPS assessment, classroom assessment scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Math.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrators and teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0	No Funding Required	Administrators and Teachers

Strategy 2:

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Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Staff, Teachers, FYRC Staff

Strategy 3:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/17/2017	\$500	District Funding	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

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Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Family Resource Staff

Strategy 4:

Curriculum - Curriculum Maps will be developed/completed each nine weeks to ensure that research based instructional strategies & materials, Kentucky Core Content/Academic Standards, Program of Studies, College Readiness, DOK levels/Learning Target are aligned to the Common Core State Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	10/26/2016	\$0	No Funding Required	School Administrative Staff, Teachers, and Support Staff as needed

Strategy 5:

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

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Activity - Identifying Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/31/2017	\$15000	District Funding	School Administrative Staff & Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Identification	Teachers will analyze MAPS assessment, classroom assessment scores, star test scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Reading.	Academic Support Program	08/15/2016	05/31/2017	\$0	Administrators and teachers
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/15/2016	05/31/2017	\$0	Administrators and Teachers
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/15/2016	05/15/2017	\$0	Administrative Staff, Teachers, FYRC Staff
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/15/2017	\$15000	School Administrative Staff & Classroom Teachers
Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	School Administrative Staff & Classroom Teachers
Student Identification	Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	School Administration Staff, Classroom Teachers, & Support Staff
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	FRYSC
Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	School Administrative Staff & Classroom Teachers
Data Boards	Teachers will use the information gathered from Data Boards to help drive instruction.	Professional Learning	11/01/2016	05/31/2017	\$500	Special Education Teachers and Administrator

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Attendance Incentives	Students with 100% attendance will be rewarded with various incentives of recognition.	Policy and Process	08/15/2016	05/31/2017	\$1000	Administration
Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	School Administrative Staff & Classroom Teachers
Data Boards	Teachers will use the information gathered from Data Boards to help drive instruction.	Academic Support Program	11/01/2016	05/31/2017	\$500	Special Education Teachers and Administrators
Student Identification	Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	School Administration Staff, Classroom Teachers, & Support Staff
Student Identification	Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	School Administration Staff, Classroom Teachers, & Support Staff
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/17/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
Student Identification	Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500	School Administration Staff, Classroom Teachers, & Support Staff

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Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000	School Administrative Staff & Classroom Teachers
Tutoring	The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/31/2017	\$15000	School Administrative Staff & Classroom Teachers
MDC	All math teachers will participate in the MDC workshop and utilize activities in their classroom to use formative assessment to drive instruction.	Professional Learning	07/13/2016	05/31/2017	\$1000	Math teachers MDC trainers
Total					\$100000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0	Family Resource Center Staff
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0	Family Resource Staff
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/15/2016	05/31/2017	\$0	Family Resource Staff
Behavior Expectations	Teachers will utilize a school wide behavior management plan and behavior chart documentation to support student achievement.	Behavioral Support Program	05/16/2016	05/31/2017	\$0	All staff/faculty
Parent Involvement/ Communication	Parent Teacher Conferences will be held each nine weeks at mid-term.	Parent Involvement	08/15/2016	05/31/2017	\$0	All faculty/admini stration
Total					\$0	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Collaboration	We will contact college's that have teacher education programs and request student teachers. This will allow us to identify quality skilled professionals to recruit for hiring.	Recruitment and Retention	08/17/2016	05/31/2017	\$0	SBDM, teachers and administrators
Curriculum Alignment	Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrators, Teachers, and Support Staff as needed.
Back-Pack Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	Family Resource Staff
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff, Classroom Teachers, Support Staff
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	Administrative Staff, Teachers, FYRC Staff
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	Family Resource Staff
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff, Classroom Teachers, Support Staff
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0	Administrators and Teachers

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Metro	Targets beginning reading skills to provide interventions for struggling readers.	Academic Support Program	08/17/2016	05/31/2017	\$0	Administrators/Support Staff
Growth and Effectiveness Development	Administration will evaluate PGES data for the purpose of identifying professional learning needs as well as evaluating fiscal and human resources.	Professional Learning	08/15/2016	05/31/2017	\$0	Administration and District Administration
Curriculum Alignment	Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrators, Teachers, and Support Staff as needed.
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	Family Resource Staff
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	Administrative Staff, Teachers, FYRC Staff
Student Identification	Teachers will analyze MAPS assessment, classroom assessment scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Math.	Academic Support Program	08/17/2016	05/31/2017	\$0	Administrators and teachers
Curriculum Alignment	Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrators, Teachers, and Support Staff as needed.
Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/17/2017	\$0	School Administrative Staff & Classroom Teachers
SRA Reading Laboratory (Science Researched Associates)	Develop comprehension, vocabulary, fluency, word analysis, and study skills, Reinforce specific skills in which certain students show a weakness, Engage students' interest and increase their knowledge base using a wide array of fiction and nonfiction selections. Students are placed in the appropriate series for their current academic ability.	Academic Support Program	08/17/2016	05/31/2017	\$0	Administrators/Teachers/Support Staff

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Teacher Interview Process	PKIS SBDM will implement a hiring process that not only includes an extensive interview process, but also a performance and written component. Applicants will be required to teach a lesson to a group of students while being observed by the SBDM council.	Recruitment and Retention	08/17/2016	05/31/2017	\$0	SBDM Members, Administration
Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff & Classroom Teachers
Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff & Classroom Teachers
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0	School Administrative Staff, Classroom Teachers, Support Staff
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$0	Family Resource Staff
Back Pack Food Program	The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	Family Resource Staff
Student Growth Goals	Teachers will develop Student Growth Goals based on student need as identified in district/school assessment for tracking of improvement.	Academic Support Program	08/15/2016	05/31/2017	\$0	Administration and Teachers
Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff & Classroom Teachers
Behavior Intervention Training	Provide effective behavior interventions strategies school wide.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	Administrator s/Teachers/Support Staff
Choral Reading	Students will be assigned parts and perform various skits in front of an audience.	Direct Instruction	08/17/2016	05/31/2017	\$0	Reading teachers

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	Administrative Staff and Classroom Teachers.
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement, Academic Support Program	08/17/2016	05/31/2017	\$0	Administrative Staff, Teachers, FYRC Staff
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0	School Administrative Staff/FRYSC/ Teachers
Curriculum Alignment	Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff, Teachers, and Support Staff as needed
Identifying Students	Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative School/Teachers/Support Staff as needed
Open House/Parent Night	PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0	Administrators/Teachers/FRYSC Staff
Progress Monitoring	Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrative Staff, Classroom Teachers, Support Staff
Curriculum Alignment	Teachers will meet during common planning, and/or after school team meetings to review/ reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Administrators, Teachers, and Support Staff as needed.
Curriculum Alignment	Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	10/26/2016	\$0	School Administrative Staff, Teachers, and Support Staff as needed

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Total

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/15/2016	05/31/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Community Engagement, Academic Support Program	08/17/2016	05/31/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
Attendance	Parents/Guardians will be contacted concerning attendance. Notification will include: daily one calls, student conferences, attendance letters and parent conferences.	Policy and Process	08/15/2016	05/31/2017	\$250	Administration and FRC staff
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Home Visits	The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff
					Total	\$2750

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Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Teachers desegregate their 9 week test data. Teachers attend a professional development to break down KPREP scores and complete a Priority Needs Assessment which is incorporated in the CSIP plan. Teachers are encouraged to take the TELL Survey.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Teachers utilize research based strategies to increase the rigor of their instruction. MAPS learning continuum is used to drive instruction using RIT scores. In addition, Corrective Reading provides support for students experiencing the greatest degree of difficulty mastering academic standards.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Teachers utilize research based strategies to increase the rigor of their instruction. MAPS learning continuum is used to drive instruction using RIT scores. In addition, Corrective Reading provides support for students experiencing the greatest degree of difficulty mastering academic standards.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Collaboration with local college Teacher Education programs to recruit highly qualified teacher prospects. Additional support will be given to all new teachers. Vacant jobs are posted on the Kentucky Department of Education website with a job description.	

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funds are used to reduced teacher: pupil ratio. All remaining funds will be used to purchase technology programs, research based programs, and enhance and/or materials for programs that are already implemented in our building.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Our school provides opportunities to attend Open House, Parent Teacher Conferences, The Title I handbook is distributed to all students and staff. Title I representatives provide information for parents during school functions. Parents are encouraged to attend and participate in decision making involving Title I.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	PKI uses the KDE materials to create the CSIP.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Pine Knot Intermediate participates in four mandatory Profession Development Days per year, which are aligned to our CSIP and Needs Assessment Plan.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	I & I checks are completed at the end of nine week assessments and revised as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Our school is a Title I school due to the majority of our school population qualify for Free/Reduced Lunch. Priority needs are developed using the self study of our KPREP scores.	

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Students in the projected novice range, according to MAPS testing, are referred for our RTI program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Students in the projected novice range, according to MAPS testing, are referred for our RTI program. Corrective Reading programs are implemented for projected novice students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Utilizing MAPS scores, students who are in the projected novice category are referred for our RTI program. Additional assistance is provided through our research-based Corrective Reading program.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Instructional materials and programs are purchased using Title 1 and SBDM funding. These programs are used to enhance instruction and provide for student needs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Instructional materials and programs are purchased using Title 1 and SBDM funding. These programs are used to enhance instruction and provide for student needs. Teacher are also provided with Professional Development using available funds.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Highly qualified paraprofessionals, who met the criteria, are provided to work with students.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Financial reports are submitted yearly for audit and ensures that all school allocated funds are appropriately spent.	

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Open Houses, Title I meetings, and Parent Teacher Conferences are provided throughout the school year. Parents are encouraged to attend to help develop, implement, and evaluate our school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PKI participates in 4 mandatory Professional Development Opportunities per year. These days are aligned to our CSIP and needs assessment plan.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	I and I checks are completed after each 9 weeks and CSIP progress notes are updated. KPREP scores are desegregated by teachers to complete our priority need assessment.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.mccreary.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	Parents will be notified if the situation every arises at our school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	I and I checks are completed after each 9 weeks and CSIP progress notes are updated. KPREP scores are desegregated by teachers to complete our priority need assessment.	

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Counselor, Nurse, Media, Specialist, and other staff are listed on the Title 1 Ranking Report.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All paraprofessionals are assigned to classroom to assist teachers and reduce student: teacher ratios.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and provide instruction rather than clerical work.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	PKI para-educator's instructional schedule is provided to all staff. Schedules show that non instructional duties are limited.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	The para-educator's schedule demonstrate that duties are limited. Thus allowing for more time working with targeted students.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	PKI utilizes SBDM funding allocation and utilizes to help reduce teacher: student ratio.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	We do not use Title II funds for this	

Phase II - KDE Compliance and Accountability - Schools

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Introduction

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

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

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Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

PROFICIENCY GOAL: Reading - All students at Pine Knot Intermediate School will raise proficiency from 55.6 to 64.

Measurable Objective 1:

64% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency for all students in Reading by 05/31/2017 as measured by K-Prep Assessment.

Strategy1:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/15/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/15/2016	05/31/2017	\$0 - Other	Family Resource Staff

Strategy2:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/15/2016	05/15/2017	\$0 - General Fund	Administrative Staff, Teachers, FYRC Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

PROFICIENCY GOAL: Reading - All students at Pine Knot Intermediate School will raise proficiency from 55.6 to 64.

Measurable Objective 1:

64% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency for all students in Reading by 05/31/2017 as measured by K-Prep Assessment.

Strategy1:

RTI - Response to Intervention - RTI - Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500 - District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy2:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrators, Teachers, and Support Staff as needed.

Strategy3:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited:

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/15/2016	05/15/2017	\$0 - General Fund	Administrative Staff, Teachers, FYRC Staff

Strategy4:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Strategy5:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/15/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/15/2016	05/31/2017	\$0 - Other	Family Resource Staff

Goal 2:

PROFICIENCY GOAL: MATH All students at Pine Knot Intermediate School will raise Proficiency from 58.7 to 61.8.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency score in Mathematics by 05/31/2017 as measured by KPREP.

Strategy1:

RTI - Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500 - District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Strategy2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Back-Pack Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Family Resource Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Strategy3:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Academic Support Program Parent Involvement	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, FYRC Staff

Strategy4:

Curriculum - Curriculum Maps will be developed/completed each nine weeks to ensure that research based instructional strategies & materials, Kentucky Core Content/Academic Standards, Program of Studies, College Readiness, DOK levels/Learning Target are aligned to the Common Core State Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff, Teachers, and Support Staff as needed

Strategy5:

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/15/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

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Pine Knot Intermediate School

Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Strategy6:

Professional Development - Teachers will have the opportunity to expand their knowledge and skills in areas of need as indicated by K-Prep data.

Category: Professional Learning & Support

Research Cited: Professional Learning & Support

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in the MDC workshop and utilize activities in their classroom to use formative assessment to drive instruction.	Professional Learning	07/13/2016	05/31/2017	\$1000 - District Funding	Math teachers MDC trainers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

NOVICE REDUCTION: READING FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 17.3 to 14.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade Economically Disadvantaged students will increase student growth by reducing the novice students by 3.3%. in Reading by 05/31/2017 as measured by 2016-2017 KPREP scores.

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Strategy1:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrators, Teachers, and Support Staff as needed.

Strategy2:

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative School/Teachers/Support Staff as needed

Strategy3:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who are projected novice according to the MAPS Testing.

Category: Continuous Improvement

Research Cited: KY System of Student Intervention

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/15/2016	05/31/2017	\$0 - General Fund	Administrators and Teachers

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze MAPS assessment, classroom assessment scores, star test scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Reading.	Academic Support Program	08/15/2016	05/31/2017	\$0 - General Fund	Administrators and teachers

Strategy4:

Parent Conference - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff/FRYSC/Teachers

Strategy5:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standard and Indicator for School Improvement.

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0 - Other	Family Resource Center Staff

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Pine Knot Intermediate School

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Goal 2:

NOVICE REDUCTION: MATH DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 14% to 13%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice students to 13% in Mathematics by 05/31/2017 as measured by KPREP.

Strategy1:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500 - District Funding	FRYSC

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Pine Knot Intermediate School

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Academic Support Program Community Engagement	08/17/2016	05/31/2017	\$0 - No Funding Required	Family Resource Staff

Strategy2:

Special Education Teacher Training on Data Boards - Special Education Teachers will be trained on how to use data boards to improve students with disabilities educational performance.

Category: Professional Learning & Support

Research Cited: Visible Learning

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the information gathered from Data Boards to help drive instruction.	Professional Learning	11/01/2016	05/31/2017	\$500 - District Funding	Special Education Teachers and Administrator

Goal 3:

NOVICE REDUCTION: READING NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 17% to 14%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice student by 3%. in Reading by 05/31/2017 as measured by KPREP.

Strategy1:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrators, Teachers, and Support Staff as needed.

Strategy2:

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement	08/17/2016	05/31/2017	\$0 - Other	Family Resource Staff

Strategy3:

Parent Conference - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky System of Student Intervention

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Parent Involvement	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators/Teachers/FRYSC Staff

Strategy4:

RTI - Response to Intervention - Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

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Pine Knot Intermediate School

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500 - District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy5:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky Standards and Indicators for School Improvement.

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with classwork. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Staff and Classroom Teachers.

Goal 4:

NOVICE REDUCTION: MATH NONDUPLICATED GAP GROUP Pine Knot Intermediate School will reduce the number of students scoring in the novice range for Nonduplicated Gap Group from 11.9% to 10%.

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth to reduce the novice from 11.9% to 10% in Mathematics by

Comprehensive School Improvement Plan

Pine Knot Intermediate School

05/31/2017 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored projected novice according to MAPS.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores and MAPS scores to identify students scoring in the projected novice, in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	08/17/2016	05/31/2017	\$1500 - District Funding	School Administration Staff, Classroom Teachers, & Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0 - No Funding Required	School Administrative Staff, Classroom Teachers, Support Staff

Strategy2:

ESS - Students are offered extra help before school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Integrated Methods for Learning

Research Cited: Kentucky's System of Student Intervention

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	08/17/2016	05/31/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

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Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/17/2017	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Strategy3:

Curriculum - Curriculum maps will be developed/completed each 9 weeks to ensure that research based instruction strategies and materials, Kentucky Core Content, Program of Studies, College Readiness, and Learning Targets are aligned to Common Core Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning, and/or after school team meetings to review/reflect/refine current Maps and 9 weeks plans to ensure are aligned to the Common Core Standards and properly reflect the use of researched based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrator s, Teachers, and Support Staff as needed.

Strategy4:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/31/2017	\$500 - General Fund	FRYSC

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Pine Knot Intermediate School

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Community Engagement Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Family Resource Staff

Strategy5:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Academic Support Program Community Engagement	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, FYRC Staff

Goal 5:

NOVICE REDUCTION: READING DISABILITY Pine Knot Intermediate School will reduce the number of disability students scoring in the novice range from 18.7 to 15..

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing the novice students by 3.7% in Reading by 05/31/2017 as measured by KPREP.

Strategy1:

Special Education Teacher Training on Data Boards - Special Education Teachers will be trained on how to use data boards to improve students with disabilities educational performance.

Category: Professional Learning & Support

Research Cited: Visible Learning

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the information gathered from Data Boards to help drive instruction.	Academic Support Program	11/01/2016	05/31/2017	\$500 - District Funding	Special Education Teachers and Administrators

Activity - Behavior Intervention Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide effective behavior interventions strategies school wide.	Behavioral Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators/Teachers/Support Staff

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Strategy2:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky Standards and Indicators for School Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address the needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and enhance growth and development of the individual members of the family unit.	Academic Support Program Community Engagement	08/17/2016	05/31/2017	\$500 - FRYSC	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Academic Support Program Community Engagement	08/17/2016	05/31/2017	\$0 - No Funding Required	Family Resource Staff

Strategy3:

Corrective Reading - We added Corrective Reading time in the morning to the school wide schedule. All of our students with disabilities will be placed in a corrective reading class based on needs for 45 minutes per day.

Category: Continuous Improvement

Research Cited: Kentucky Literacy Framework

Activity - Metro	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targets beginning reading skills to provide interventions for struggling readers.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators/Support Staff

Activity - SRA Reading Laboratory (Science Researched Associates)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop comprehension, vocabulary, fluency, word analysis, and study skills, Reinforce specific skills in which certain students show a weakness, Engage students' interest and increase their knowledge base using a wide array of fiction and nonfiction selections. Students are placed in the appropriate series for their current academic ability.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators/Teachers/Support Staff

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Pine Knot Intermediate School

Goal 6:

NOVICE REDUCTION: MATH FREE/REDUCED Pine Knot Intermediate School will reduce the number of students scoring in the novice range for free/reduced lunch students from 12.1% to 10%

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will increase student growth by reducing the novice students by 2.1% in Mathematics by 05/31/2017 as measured by 2016-2017 KPREP scores..

Strategy1:

Curriculum - Curriculum Maps will be developed/completed each nine weeks to ensure that research based instructional strategies & materials, Kentucky Core Content/Academic Standards, Program of Studies, College Readiness, DOK levels/Learning Target are aligned to the Common Core State Standards.

Category: Continuous Improvement

Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during common planning and/or after school team meetings to review/reflect/refine current maps & nine week plans to ensure they are aligned to the Common Core Standards and properly reflect the use of research based instructional strategies, materials, and essential vocabulary.	Academic Support Program	08/17/2016	10/26/2016	\$0 - No Funding Required	School Administrative Staff, Teachers, and Support Staff as needed

Strategy2:

Response to Intervention - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who are projected novice according to the MAPS Testing.

Category: Continuous Improvement

Research Cited: KY System of Student Intervention

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze MAPS assessment, classroom assessment scores, and KPREP scores to identify those students scoring below the 30th percentile and projected Novice in MAPS in order to refer them for research based interventions in Math.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators and teachers

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	08/17/2016	05/17/2017	\$0 - No Funding Required	Administrators and Teachers

Strategy3:

ESS - Students are offered extra help before school and after school to help them make academic progress. ESS funds are also used to provide additional day time staff to provide one on one/ small group instruction to students who are not demonstrating adequate growth.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

Activity - Identifying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in common planning meetings to refer students who are struggling academically in core content areas and also target those students who need additional help to move them to the next academic performance level or need help with classwork.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a morning tutoring program that target those students who are struggling academically in core content areas and also target those students who need help advancing to the next academic area or require help with homework. The program will focus on Reading and Math, which will focus on skill development to close instructional gaps. In addition, a Writing class will focus on developing Open Response answers and enrichment type activities. Homework help will be offered for students needing additional assistance with homework packets on an as-needed basis. An extra staff member will assist students during the day in small group/ one on one providing academic assistance.	Academic Support Program	09/01/2016	05/31/2017	\$15000 - District Funding	School Administrative Staff & Classroom Teachers

Strategy4:

Parent Conferences - Parent Night give parents the opportunity to check on their child's academic progress.

Category: Continuous Improvement

Research Cited: Kentucky's System of Student Intervention

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Pine Knot Intermediate School

Activity - Open House/Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PKI will hold an "Open-House" or "Parent Night" at the mid-point of each nine weeks so parents can come in and meet with their child's teacher to discuss academic progress.	Academic Support Program Parent Involvement	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, FYRC Staff

Strategy5:

Reduce Barriers to Learning - The Family Resource program for our school will be utilized to help reduce barriers to learning such as providing food, clothing, school supplies, home visits, and any other type of involvement necessary to ensure the ability of our students to succeed.

Category: Management Systems

Research Cited: Kentucky's System of Student Intervention

Activity - Back Pack Food Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will identify students that have financial needs and provide a backpack filled with food for students to have over the weekend during the school year.	Parent Involvement Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Family Resource Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource staff will conduct home visits, as needed, to provide a communication link between school and home in order to address attendance problems, financial needs of students, and any other concerns deemed necessary by the school counselor, teachers, and administrative staff. The FYRC are designed to promote the flow of resources and support to families in ways that strengthens the functioning and that enhance the growth and development of the individual members of the family unit.	Academic Support Program	08/17/2016	05/17/2017	\$500 - District Funding	School Administrative Staff, School Counselor, Teachers, & Family Resource Staff

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Comprehensive School Improvement Plan

Pine Knot Intermediate School

Goal 1:

PROFICIENCY GOAL: Reading - All students at Pine Knot Intermediate School will raise proficiency from 55.6 to 64.

Measurable Objective 1:

64% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency for all students in Reading by 05/31/2017 as measured by K-Prep Assessment.

Strategy1:

Program Review - Teacher will research ways to incorporate program review / PLVS activities in the Reading classroom. This will be evidenced by 9 week plans.

Category: Professional Learning & Support

Research Cited: KDE Program Review Implementation

Activity - Choral Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned parts and perform various skits in front of an audience.	Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Executive Summary

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Introduction

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

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

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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?

Pine Knot Intermediate School is located in the Southeastern region of Kentucky in rural McCreary County. Our school consists of 4th, 5th, and 6th grade students and currently has about 400 students enrolled. We offer a variety of both curricular and extra-curricular programs and activities to challenge and engage our students so they can reach their full potential. We take great pride in our student friendly environment and strive to have high expectations of both ourselves and our students. The building that Pine Knot School is housed in is viewed as a historical landmark in our community. It was once the home of Pine Knot High School, one of two local high schools in McCreary County, before the schools merged into McCreary Central High School in 1978. We continue to be the "Home of the Dragons" and the mascot and dragon logo has remained iconic to our community image. Although our community struggles with a high poverty level we do not let this effect our achievement level. Although 83% of our students receive free or reduced lunch, we strive to provide them with the academic opportunities to overcome this barrier to learning through culturally rich instruction. In fact, we have forty-eight students identified as gifted and talented and provide all students with differentiated instruction to meet their individual needs.

All faculty and staff is committed to helping each student develop a firm foundation for learning, capitalizing on his/her strengths and learning styles. We celebrate the individual differences of our students and empower them to reach their highest potential. The preparation and experience of our teachers is also important to our success. All of our teachers participate in content-focused professional development annually. In addition, all of our teachers are "Highly Qualified" and have an average of at least twelve years teaching experience. We also have one teacher who is Nationally Board Certified. Pine Knot Intermediate School is committed to a school community that encourages students to make decisions that lead to honest behaviors, self-reliance, productive citizenship, and respect for all people. The McCreary County School District strives to maintain high technology standards in an attempt to keep our students current with modern technology needs. Our school has interactive equipment in all classrooms and also utilizes smart boards as part of daily instruction. The ultimate goal is to allow our students to have exposure to technology and obtain the necessary skills to help them be successful and competitive in a global 21st Century community.

We provide the support and assistance needed to help each child achieve at high levels. We utilize our Family Resource Center to help remove the barriers to learning by providing school supplies, shoes and clothing to needy families. We have also implemented the back pack program where fifteen percent of our students receive food on a weekly basis to take home to his/her hungry family. Additionally, our students participate in various extra curricular activities before and after school. Pine Knot Intermediate School is a Site Based Decision Making School where parents and faculty work together to ensure the success of every student. As a result of the positive climate, culturally rich environment, teacher experience and attitude, Pine Knot Intermediate School is committed to a school community that encourages students to make decisions that lead to honest behaviors, self-reliance, productive citizenship, and respect for all people.

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 the Pine Knot Intermediate School community is to cooperatively educate all students and extend their skills to become productive members of society. We believe all students have the ability and the responsibility to be purposeful learners. We are committed to having high expectations of our students and dedicated to providing positive experiences and a positive school climate. We strive to reduce barriers to learning so all students have an equal opportunity to achieve. Our goal is to encourage students, parents, and staff to create a collaborative community of active learners. In addition, we believe that the overall curriculum offered should be a comprehensive one, which encompasses not only common core content in all disciplines but expose our students to an all inclusive Arts & Humanities/Practical Living & Career Studies & Writing Program. Students should have the opportunity to be active stakeholders in the learning process, wherein their use of rubrics, self-assessment, and reflective writing enable them to become analytical, critical thinkers and problem solvers, with the end result being them obtaining the skills necessary to be college ready and competitive in a 21st Century workforce.

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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.

All of the programs offered at Pine Knot Intermediate School are highly competitive. We encourage a variety of extra-curricular activities that include both academics and athletics. Our Academic Team in both 2014 and 2015 received 2nd place overall in the district competition, with several students receiving individual awards for their academic endeavors. PKI offers competitive athletic opportunities to both males and females. In addition to academics and athletics, PKI strives to offer a culture rich environment where students are encouraged to participate in a variety of Arts programs such as Art, Drama, and Music. We have an "Honor's Choir" which participates in KMCA affiliated activities such as the Kentucky All State Chorus, as well as doing a variety of performances for both school and community related programs. Our drama department does several performances each year in conjunction with our music department to ensure a well-rounded program. Our Art department does four art exhibits each year and does monthly art contests to encourage student self-expression. One of our students won the Public Service Recognition Poster Contest in the state of Kentucky. Several of our art students have competed in the local 4-H contests, county fair, and have gone on to place at the Kentucky State Fair. The experienced and professional staff at Pine Knot Intermediate School is continually working to improve student achievement through a variety of activities including: alignment of curriculum, analysis of student work, RTI (Response To Intervention) and teacher professional development. Our Comprehensive School Improvement Plan is the blueprint that helps guide our efforts to focus on Literacy and Mathematics curriculum, instruction and assessment. In the future, we will continue to strive to narrow our achievement gaps between our sub-populations as well as exceed our accountability index. At the present time, we are utilizing maps and regrouping students based on results. We are also making sure that our curriculum is both aligned and rigorous so that classroom instruction is effectively impacting student achievement. Our daily schedule has been adjusted to ensure that flex classrooms and off-content classrooms receive extra help to lower the teacher/student ratio thereby ensuring more quality instruction and to address the diverse student needs. We have also implemented 45 minutes of school wide reading each morning.

Additional Information

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

Pine Knot Intermediate School strives to ensure a safe environment for all staff and students by complying with procedures to address drugs, weapons, bullying, and other unacceptable behaviors as outlined in the McCreary County School Code of Conduct and Acceptable Behavior Handbook, which is available online. At the beginning of each school year, the Principal and Asst. Principal hold an assembly with each grade level to go over these procedures and rules. Parents are given access to the handbook via the internet and district website and must sign a form acknowledging their familiarity with these policies and procedures. Visitors are required to sign in and wear a "Visitor's Badge" upon entrance to the building and security cameras are in place and monitored. Curriculum programs, including drug abuse prevention, character education, bullying prevention, and conflict resolution are integrated into classroom instruction and monthly guidance programs at all grade levels. An Emergency Planning Handbook with directions to staff for response in a crisis situation is updated annually and distributed to all staff members. To ensure the safety of our students and staff in the event of an emergency situation, the staff and students practice monthly drills, including fire, tornado, earthquake, and lock-down drills. Our school also partners with local law enforcement agencies, Champions Against Drugs and UNITE to gain the support and participation of community stakeholders.

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