



KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Whitley County

Bobby Gibbs, Principal
85 Stringtown Road
Williamsburg, KY 40769

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 7

Additional Information 9

2015-2016 Goals and Plans

Overview 11

Goals Summary 12

Goal 1: Increase the average combined elementary reading and math K-Prep scores for all students from 50% to 75% in 2019. 13

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.3% in 2015 to 74.3% % in 2019. 16

Goal 3: To increase parent/guardian support as evidenced by the TELL Survey Results from 48.0% to 53%. 17

Goal 4: The percentage of students scoring novice in reading will decrease by 50% by 2020. 19

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020. 23

Goal 6: All students entering kindergarten at Pleasant View School will be screened with the Brigance Early Childhood Assessment and the percent of kindergarten readiness will increase by 20%. 25

Goal 7: Pleasant View will set a baseline for proficiency in World Language and Global Competencies as part of the Pilot Program Review while maintaining or increasing the current program review ratings in Arts & Humanities, Writing, K-3, and PL/CS. 27

Activity Summary by Funding Source 30

Phase I - Needs Assessment

Introduction 40

Data Analysis 41

Areas of Strengths 44

Opportunities for Improvement 45

Conclusion 47

Phase II KDE Compliance and Accountability - Schools

Introduction 49

Planning and Accountability Requirements 50

Phase II KDE Assurances - School

Introduction 67

Assurances 68

Phase I - The Missing Piece

Introduction 74

Stakeholders 75

Relationship Building 76

Communications 77

Decision Making 79

Advocacy 81

Learning Opportunities 82

Community Partnerships 83

Reflection..... 84

Report Summary..... 86

Improvement Plan Stakeholder Involvement

Introduction..... 88

Improvement Planning Process..... 89

School Safety Report

Introduction..... 92

School Safety Requirements..... 93

Equitable Access Diagnostic

Introduction..... 96

Needs Assessment..... 97

Equitable Access Strategies..... 98

Questions..... 101

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.

Executive Summary

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.

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?

Pleasant View Elementary is located just off 25W in southern Whitley County and has provided quality education to children since 1938. We are honored to be in a brand new 45,000 square foot facility this year that has state of the art technology in all classrooms, top-notch cafeteria and kitchen, sprawling library, fine arts room and Gymnasium. We currently serve approximately 285 preschool through sixth grade students with 30 certified personnel.

Our community is a low social-economic area. According to the latest census 35.4% of Whitley County residents are living below the poverty level. Over 89.7% of our students qualify for free and reduced lunches. Many of our students come from blended families, single parent homes and/or from a grandparent guardianship.

Our school atmosphere is one of professionalism, pride and salutation. We are assertive in the belief of a first-class education and strive to successfully implement the latest researched based strategies and programs to produce such quality. Our curriculum offers physical/health education and fine arts along with a variety of special programming throughout the year from outside sources.

We encourage and practice communication among all of our stakeholders to form a trusting, cooperative relationship to enhance academic productivity. Teachers share a collegial relationship resulting in a rigorous curriculum, high expectations, with attention given to transitions and continuity through professional learning communities. 100% of teachers have a master's degree or higher and several belong to a professional organization that enhances classroom instruction through professional learning such a extensive learning through the Literacy Design Collaborative and the Math Design Collaborative.

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.

Our mission statement reads: With the help of parents and the community, we will provide a safe and nurturing environment in which all students can learn the skills necessary to become caring, creative and productive individuals.

We believe education begins and extends far beyond the classroom. Interaction and collaboration between the community, parents and organizations has the ability to significantly increase student achievement and self-worth. Teachers recognize the importance of linking what is learned in the classroom to the outside world.

We have several support programs at Pleasant View. The grant-funded Save the Children Literacy Program conducts in-school and after-school enrichment/remediation activities. 21st Century provides various enrichment and high-interest activities after school four days a week and a summer program. A Reading Recovery interventionist and Math interventionist supports low performing students in grades K-3. We hold monthly family reading/math nights to encourage parent involvement and student support.

We have a counselor, family resource staff and a part-time certified nurse for students who are in need of assistance in non-academic areas. Our Family Resource Center sponsors support groups for grandparents raising children, and a number of other events/activities to help reduce the barriers to learning, including a backpack food program for students in need of food.

Pleasant View, along with the other district schools, believes teachers continually grow in knowledge, skills, and performance; therefore, 100% of teachers participate in the PGES system.

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.

Our biggest achievement of all is having a new school building this year! In addition to more space, we have top notch technology such as school wide I-Macs and Epson Bright Link Pros replacing old smart boards in every classroom. One classroom received donations to purchase a classroom set of Chrome Books. We also have a green screen with the technology for making music videos and travel broadcasts. This year, Pleasant View received a new Math grant through The Steele-Reese Foundation for Math Interventionist. Our 21st Century, Reading Recovery, and Save the Children grants were all refunded, which indicates we continue to maintain a high level of the programs' expected validity. The Reading Recovery grant extended our program to include the Comprehensive Intervention Model (CIM) that provides services for struggling readers in grades K-3 with small group instruction. In addition, we have three teachers participating in facets of the Instruction Transformation Grant. Two teachers have participated in year long study and facilitation of the Literacy Design Collaborative and the Math Design Collaborative cohorts. Another teacher is participating in a teacher leadership project with the Center for Teaching and Learning. This year long project will allow this teacher work hands on in developing and improving curriculum in the area of K-2 instruction. This year our Academic Team took 2nd place in the district in quick recall, we also had students took 2nd place in three categories in the written assessment, and are now currently working towards the Governor's Cup. It is evident that our staff, faculty, and community are working together to improve student achievement.

Three areas that are in most need of improvement are parent involvement, math, and Reading. Based on this year's open house sign-in sheets only 54% of our parents attended. This is a slight improvement from last year, but remains an area of concern. Under the leadership of our S.B.D.M. Council, we are currently in the process of surveying parents to find out what we can do to improve our communication, support and other aspects of parent involvement. This also addresses the needs identified in the Missing Piece.

The 2014-2015 K-PREP assessment data revealed the areas of math and Reading is in need of improvement. This year Pleasant View has a Math Intervention teacher who will be working with students in small group settings. Criteria for pullout are based on K-Prep and Map scores. Improvements will also include the regular use of math software to support specific learning. Teachers will track student progress on a regular basis and make instructional decisions based on that data. Small group instruction and learning stations will become a common part of instruction so teachers can build upon individual math skills. Family math night will continue providing families opportunity to participate in planned mathematical activities together. The S.B.D.M Council continues to search for grant opportunities that can provide needed resources, training or support. The district math coach will be requested to make on-site visits to demonstrate and support teacher efforts. In Reading, according to the overall STAR Reading Assessments, most students are reading below grade level and the number increases with each grade progression. The main element of improvement is continued use of our reading series, Reading Journeys. This series provided teachers with the guidance needed to meet the rigor of the new standards. The district's reading coach will continue to visit our school to update and assist teachers in the textbook's implementation along with the accompanying resources. We will continue to work together to ensure validity of the program and identify ways to utilize time efficiently.

Writing is integrated immensely within this reading series and teachers will implement various forms and writing techniques taught throughout the year to improve writing scores. We will continue the use of the research based Phonics Dance in grades K-2, but based upon teachers' observation the skills are not transferring into students' text reading. We are currently analyzing the implementation of the program for improvements. We will continue to implement the Accelerated Reader Program to support differentiated instruction and promote fluency. Family reading night will continue providing families opportunity to participate in planned literacy activities together. Our Reading Recovery teacher, through the Read to Achieve Grant, will continue working with students in small group settings (CIM Groups) and one-on-one using the researched based strategies of the Reading Recovery Program. Collaboration between our grant funded Save the Children Program and the Reading Recovery Program will result in students being served in the most appropriate intervention service. Writing is still an area in

need of significant improvement so we will incorporate it throughout the entire curriculum to make improvements.

Additional Information

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

Pleasant View offers an array of activities: Academic Team, girls' and boys' basketball and soccer, flag football, football, cheerleading, PRIDE club, Girl Scouts, First Priority Club, Save the Children Literacy Program, 21st Century Grant Activities that include archery, air rifles, math, science, gardening, cooking, technology, and numerous other scheduled activities. Our Academic Team recently placed second in the district quick recall and we had students place second in the Written Assessment in the areas of Math, Science, and Arts and Humanities. An annual Science Fair is sponsored every year and winners proceed to the district level competition. The district provides enrichment programming for students identified as Gifted & Talented and support services for those identified at risk. At Pleasant View, we pride ourselves in meeting our student's needs academically and socially.

2015-2016 Goals and Plans

Overview

Plan Name

2015-2016 Goals and Plans

Plan Description

Pleasant View Elementary School Comprehensive Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined elementary reading and math K-Prep scores for all students from 50% to 75% in 2019.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$40500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.3% in 2015 to 74.3% in 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
3	To increase parent/guardian support as evidenced by the TELL Survey Results from 48.0% to 53%.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$1300
4	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$240200
5	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$7000
6	All students entering kindergarten at Pleasant View School will be screened with the Brigance Early Childhood Assessment and the percent of kindergarten readiness will increase by 20%.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$40000
7	Pleasant View will set a baseline for proficiency in World Language and Global Competencies as part of the Pilot Program Review while maintaining or increasing the current program review ratings in Arts & Humanities, Writing, K-3, and PL/CS.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0

Goal 1: Increase the average combined elementary reading and math K-Prep scores for all students from 50% to 75% in 2019.

Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 50% to 60% by 06/30/2016 as measured by the K-PREP delivery targets..

Strategy 1:

Collaboration & Communication - Teachers will collaborate vertically and horizontally within the school and district to maximize students' learning opportunities.

Category: Continuous Improvement

Research Cited: Beyond the Education Wars: Evidence that Collaboration Builds Effective Schools

April 24, 2013 the consortium's overarching finding was that the most effective schools had developed an unusually high degree of "relational trust" among its stakeholders.

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will align the curriculum on an on-going basis as lesson plans are developed in weekly PLCs. Select teachers will also participate in the district's annual curriculum alignment to analyze and update the curriculum.	Policy and Process	06/01/2015	08/12/2016	\$0	No Funding Required	All teachers and at least one from each grade level will represent Pleasant View at the annual district level curriculum alignment.
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Teachers will analyze students' applicable universal assessment results (STAR, MAPS, STAR Early Literacy) to plan instruction and target identified weaknesses. The district reading and math coach will assist with assessment analysis. These assessments will also serve as a monitoring tool throughout the year as they are administered three times per year. Formative and summative assessments will drive classroom instruction. Teachers and stakeholders will analyze the annual K-Prep data to guide school-wide academic improvements.	Policy and Process	08/03/2015	06/10/2016	\$0	No Funding Required	All certified staff SBDM Council Bobby Gibbs Heather Stewart Kim Creekmore
---	--------------------	------------	------------	-----	---------------------	--

Activity - Extra Curricular Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunity to participate in after school and/or summer activities provided by grant funded programs; 21st Century and Save the Children. Both provide remedial and enrichment activities.	Academic Support Program	08/24/2015	07/15/2016	\$37000	Grant Funds	Patty Centers Ashley Cureton Kim Creekmore Heather Stewart

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage student daily attendance as described in the S.B.D.M. policy. PTO will provide attendance incentives as described in their policy that includes an end of the year field trip, trophies and other rewards as funding allows. If a student's attendance begins to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be utilized to improve/correct the student's attendance with possible assistance from the Family Resource Center.	Policy and Process	08/03/2015	06/17/2016	\$500	Other	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson

Activity - Parent-Teacher Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will conduct two formal parent/teacher conferences where student progress, test results, and other pertinent information is discussed. Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress. Teachers will also maintain a parent contact log or other evidences showing frequent contacts throughout the year. The school's All Call system will be utilized to inform parents of events and important information. The school's digital roadside sign will be utilized to inform stakeholders of current events.	Parent Involvement	08/10/2015	06/17/2016	\$0	No Funding Required	All teachers Bobby Gibbs Patrick Bowlin

Strategy 2:

Professional Learning - Ongoing professional learning keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom,

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

new curriculum resources and many other areas pertinent to effective teaching.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Teachers Training Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After teachers attend workshops or training they will share information with colleagues through mentoring, handouts, emails, and/or demonstrations and workshops. Teachers may also present at the district's annual grade level academies.	Policy and Process	07/17/2015	08/31/2016	\$0	No Funding Required	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart
Activity - Cohorts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will participate in extensive, year long professional cohorts. Grants provide funding for training in literacy and math through the LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) and the CTL (Center for Teaching and Learning), which provides teacher leadership training.	Professional Learning	07/17/2015	08/05/2016	\$3000	Grant Funds	All teachers Christey Frazier Michelle Helton Marie Carr Jenny Chute Bobby Gibbs Kim Creekmore
Activity - District & State Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated training on district and school programs, procedures, and protocols to increase student achievement such as: AIMSweb, Program Reviews, district's reading & math series, TPGES, writing and RTI.	Professional Learning	07/03/2015	06/24/2016	\$0	No Funding Required	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs

Strategy 3:

Differentiation - Whole group instruction will include differentiation of content, process, assessments, and/or products to reach students with different learning styles. Teachers will provide effective and timely feedback during student learning to increase academic growth via conferences, annotations, and models/examples.

Category: Integrated Methods for Learning

Research Cited: Differentiated Practices (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

The Power of Feedback, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112

Activity - Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will convey high expectations to all students through their comments, feedback, attitudes, behavior, gestures, body language, facial expressions, tone of voice, preparedness, lessons, and enthusiasm for learning.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	All staff

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.3% in 2015 to 74.3% % in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 48.3% to 58.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Utilize Student Data - On-going teacher observations and analysis of students' formative and summative assessments will reveal students in need of additional academic support.

Category: Learning Systems

Research Cited: Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices,

Authors | Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M.

Source | Mid-Continent Research for Education and Learning 2002

Early Childhood Interventions: Proven Results, Future Promise by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC, 2005

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

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Based upon student assessment and classroom performance teachers will refer at-risk students to the most appropriate level of interventions/support via the path of RTI (Response to Intervention). In-school interventions/support include: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Read to Achieve interventions, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/03/2015	06/17/2016	\$0	No Funding Required	All certified staff Donna Stephens Shirley Lawson FRYSC Teresa McFarland Marie Carr Jenny Chute Ashley Cureton
Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon the analysis of student data and teacher observation, students may be asked to participate in after-school tutoring services. Services are provided as a courtesy from select teachers at least one day a week for two hours. Technology may be used to differentiate instruction with approved programs such as Study Island, FLRT, Reading Eggs, Brainpop, and/or instructionally funded programs such as MobyMax and Spelling City. They may also be requested to attend one of our after-school programs; Save the Children Literacy and 21st Century, which both offer remedial and enrichment activities.	Tutoring, Academic Support Program	09/14/2015	04/15/2016	\$500	District Funding	Sue Jones Amy Freels Virgie Howard Jill Roaden (technology chief) Patty Centers Ashley Cureton
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use assessment data to deliver instruction to small groups in the classroom. Whole group instruction will include differentiation of content, questioning, and/or assessment.	Direct Instruction	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers All instructional aides

Goal 3: To increase parent/guardian support as evidenced by the TELL Survey Results from 48.0% to 53%.

Measurable Objective 1:

collaborate to increase the amount of support teachers receive that directly impacts student achievement by 08/25/2017 as measured by the 2017 TELL Survey results and/or informal teacher surveys.

Strategy 1:

Communications/Opportunities - Keeping parents informed and providing opportunities for involvement through various platforms & media will promote and encourage academic support.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

Activity - P.A.V.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open house, parent/teacher conferences and through district literature.	Parent Involvement	08/03/2015	06/17/2016	\$0	No Funding Required	Certified teachers P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council
Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	Bobby Gibbs, Principal
Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will continue to sponsor one open-house and two formal parent-teacher conferences throughout the year.	Parent Involvement	08/03/2015	06/17/2016	\$300	General Fund	All certified staff members Bobby Gibbs
Activity - Classroom Web Pages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will re-design classroom web pages to more effectively communicate and feature specific grade level information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide updated training for teachers on how to maintain those webpages.	Community Engagement	08/03/2015	06/17/2016	\$0	No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist
Activity - Student Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement	08/03/2015	06/17/2016	\$0	No Funding Required	All homeroom & special needs teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Teacher Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts. Logs will be monitored by the principal and checked at the end of each grading period.	Parent Involvement	08/03/2015	06/17/2016	\$0	No Funding Required	Certified staff Principal Bobby Gibbs
Activity - Extra-Curricular Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, talent show, family reading/math nights, and a science fair preparation evening. These events will serve as an opportunity to develop teacher and parent relationships.	Community Engagement	08/03/2015	06/17/2016	\$1000	Title I Part A	Certified staff Coaches P.A.V.E. members PTO
Activity - Title I Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pleasant View will implement the district Title I Parent Involvement Plan (policy page 35), which ensures that Title I funds and resources are communicated, accountable, and utilized per district and state guidelines.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Goal 4: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Extended Learning - Students can extend/enrich their learning through participation in family reading nights, which provide engaging activities and opportunities for families to read together.

Category: Integrated Methods for Learning

Research Cited: A sizeable body of research addresses programs or reforms that stress parent involvement as a means to improve student academic achievement and restructure public schools (see, for example, Epstein, 1995; Fruchter, Galletta, & White, 1992; Rioux & Berla, 1993; Turnbull & Turnbull, 1990; U.S. Department of Education, 1994).

Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may be assigned individualized, relevant and engaging homework as described in the S.B.D.M. Homework Policy. Homework help is provided during after school hours for any student who wishes to attend.	Policy and Process	08/03/2015	06/10/2016	\$4000	Grant Funds	All certified staff

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy 2:

Literacy Supports - Provide struggling readers the support they need through the RTI process.

Category: Continuous Improvement

Research Cited: As students progress through the grade levels, the academic distance from those who read well grows more pronounced (The Learning First Alliance, 1998; Rashotte, Toregesen, & Wagner, 1997; National Reading Panel, 1999; Torgesen, 1998).

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC (Save the Children) uses researched based strategies in small group settings. A student's STAR Reading score may qualify them for five days a week, thirty minutes a day of in-school reading support. STC also provides two hour, four days a week reading support after school for anyone who wishes to attend. STC also funds an Early Steps Program that assistants parents in helping their children up to three years of age at home to develop concepts of print and language skills.	Academic Support Program	08/03/2015	06/17/2016	\$180000	Grant Funds	All teachers Ashley Cureton Heather Stewart Patty Centers Kim Creekmore

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR (Accelerated Reader) Program will be implemented school-wide. Students are assigned a reading range of book levels based upon their STAR Assessment results. Teachers will monitor students' reading practice through the use of AR reports and reading logs to ensure students are successfully reading progressively complex text. Teacher conferences and book talks aid in comprehension and the utilization of effective and appropriate reading strategies. Students are extrinsically rewarded for reaching individual goals. K-1 students are also rewarded for reaching certain reading status; Eager Reader and Independent Reader.	Policy and Process	08/03/2015	06/17/2016	\$3000	Grant Funds	All teachers Richard Frazier Save the Children Bobby Gibbs Brenda Lawson

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, Reading Eggs, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks and other various approved programs.	Technology	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Brenda Lawson Jill Roaden

Strategy 3:

Interventions - Providing students with the appropriate interventions will increase student achievement and help close the achievement gap.

Category: Continuous Improvement

Research Cited: Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998): Most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades.

Activity - Reading Recovery & CIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Reading Recovery is a highly effective one-on-one, 12-24 week short-term intervention for eight of the lowest achieving first grade students. Based upon a triangulation of assessment data students may receive thirty minutes a day, five days a week of individualized instruction by a highly trained teacher. As an extension of the Reading Recovery Program grades K, 2 and 3 are serviced in CIM (Comprehensive Intervention Model) small group settings up to four days a week, thirty minutes per session. Groups change as student achievement deems it appropriate.	Direct Instruction	08/03/2015	06/17/2016	\$48000	Grant Funds	Teresa McFarland Bobby Gibbs K-3 Teachers
---	--------------------	------------	------------	---------	-------------	---

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score significantly below grade level in reading on the universal assessments MAPS or STAR, will be assessed with the AIMSweb benchmarks to determine an individual ROI (Individual rate of improvement). Students will receive the most appropriate intervention strategies and/or remedial programs to target identified deficiencies. Weekly progress monitoring and frequent analyses will guide intervention decisions. Student who do not meet their ROI may be referred to further evaluation.	Academic Support Program	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute

Activity - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Journeys Literacy Tool kit and Intervention Program to provide additional interventions to students identified as needing additional support in the area of Reading.	Academic Support Program	08/17/2015	05/11/2016	\$0	No Funding Required	Classroom Teachers, Principal, District Reading Coach

Strategy 4:

Data Analysis - Utilizing assessment data will drive the instruction and help target specific learning needs.

Category: Continuous Improvement

Activity - Utilizing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student assessment data in a timely manner to guide classroom instruction and to provide interventions as needed.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers

Strategy 5:

Assessments - Universal screeners, formative and summative assessments will be administered to students to help design classroom instruction and to gauge student progress. Kindergarten students will also be assessed at school entry with the common statewide screener (BRIGANCE).

Category: Continuous Improvement

Activity - Universal Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Students will be administered the MAPS Assessment three times per year. It provides teachers with reports that measure growth and offers a "menu" of suggested skills to increase achievement. Grads 2-6 students will also be administered the STAR Reading test, which provides a grade equivalent score and a reading range that is used in the Accelerated Reading Program. Grades K & 1 take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/03/2015	06/17/2016	\$5000	District Funding	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart
--	--------------------	------------	------------	--------	------------------	--

Activity - Emergent Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will strive to reach the district's Eager Reader status and first grade students will strive to reach Independent Reader status as described in the district guidelines. Incentives will be in place to encourage student efforts as funds allow.	Policy and Process	08/03/2015	06/17/2016	\$200	Other	Christy Moses Marilyn Shelby Amanda Hubbard Kelly Hart Marie Carr Teresa McFarland Brenda Lawson

Strategy 6:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administrators

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020.**Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Curriculum & Instruction - Teachers will utilize a rigorous curriculum and supplemental materials to increase student achievement.

Category: Continuous Improvement

Research Cited: A curriculum with clear, intelligible standards that are aligned with appropriate assessments is critical to school improvement (Fullan & Stiegelbauer, 1991; Marzano, 2003; Rosenholtz, 1991).

Activity - Go-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one hour per day of rigorous math instruction with Houghton Mifflin's Go-Math series. It provides teachers with formative and summative assessments, differentiation strategies, and RTI materials.	Academic Support Program	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Kim Creekmore Jenny Chute

Activity - Technology Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various computer programs to support student learning; IXL, Math Facts in a Flash, Study Island, Cool Math Games, MobyMax.	Technology	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Jill Roaden Brenda Lawson

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

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

On-going analysis of student's formative/summative and universal assessments, teachers may refer students for math intervention services. Teachers may also provide small group instruction in the classroom using the Go-Math RTI materials. Students who score significantly below grade level will be benchmarked with AIMSweb assessments to set an individualized ROI (Rate of Improvement) and progress monitored on a weekly basis. Frequent analysis of the student's progress will guide the intervention. Students may also be referred to the Math Interventionist for small group instruction.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Kim Creekmore Marie Carr Jenny Chute
--	--------------------	------------	------------	-----	---------------------	---

Strategy 2:

Professional Learning - Teachers will continue to learn new strategies and build their professional knowledge in math. Teachers will attend workshops through grant funded projects.

Category: Professional Learning & Support

Research Cited: Deep content-area knowledge is also an attribute of teachers that seems to have a positive impact on student achievement. This appears especially true for mathematics teachers. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. (Hill, et al, 2005; Harris and Sass, 2007; Goldhaber and Brewer 1999; Clotfelter, et al, March 2007, October 2007).

Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will continue to send a teacher to the MDC (Math Design Collaborative) workshops. She will develop math units under the guidance of MDC leadership and share with her colleagues.	Professional Learning	08/03/2015	06/17/2016	\$6000	Grant Funds	Christy Frazier Kim Creekmore

Strategy 3:

Parental Involvement - Parent/stakeholder involvement increases student motivation and achievement. Stakeholders will be invited during and after school to enhance math instruction.

Category: Stakeholder Engagement

Research Cited: Parental Involvement Strongly Impacts Student Achievement

Date: May 28, 2008 Source:

University of New Hampshire

New research shows that students do much better in school when their parents are actively involved in their education.

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family math nights to increase parent involvement and student achievement. Fun and challenging activities are offered along with snacks and prizes.	Community Engagement	08/03/2015	06/17/2016	\$1000	District Funding	Jenny Chute Kim Creekmore

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy 4:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administrators

Goal 6: All students entering kindergarten at Pleasant View School will be screened with the Brigance Early Childhood Assessment and the percent of kindergarten readiness will increase by 20%.

Measurable Objective 1:

A 20% increase of Kindergarten grade students will demonstrate a behavior of school readiness meaning that a child will possess a set of prerequisite skills and abilities (e.g., knowledge, attitudes, behaviors) that indicates the child is ready to benefit from instruction at the kindergarten level in English Language Arts by 08/31/2017 as measured by the Brigance Early Childhood Assessment .

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy 1:

Assessment - Screening plays an important role in supporting a child's early learning and development. Screening will identify at-risk children who may be in need of interventions to ensure prerequisite skills such as ; fine/gross motor skills, receptive/expressive language, self-help, social and emotional skills are developed before kindergarten entry.

Category: Early Learning

Research Cited:

Campbell, F. A. and C. T. Ramey. "Effects of Early

Intervention on Intellectual and Academic Achievement: " Child Development 65 (1994): 684–698

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten will be assessed with the Brigance Early Childhood Screens III Assessment.	Academic Support Program	08/03/2015	12/11/2015	\$0	No Funding Required	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs

Activity - Transistion Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year preschool parents and children are invited to a transition meeting where they meet the kindergarten teachers to discuss how kindergarten differs from preschool. Topics of interest and concerns include: kindergarten exit criteria, attendance, grading system, and curriculum. Preschool observations and informal assessments are discussed to promote smooth transition. Children are provided hands on activities to encourage exploration of surroundings.	Community Engagement	04/15/2016	06/17/2016	\$0	No Funding Required	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to discuss any concerns or special situations in order to ensure new kindergarten children have the appropriate care or accommodations as needed.	Policy and Process	07/24/2015	09/18/2015	\$0	No Funding Required	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers

Strategy 2:

Collaboration & Support - Collaboration between stakeholders and programs will increase the number of children benefiting from early interventions.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Research Cited: Center on the Developing Child at Harvard University. (2010). The foundations of lifelong health are built in early childhood .

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Center on the Developing Child at Harvard University (2008).

The science of early childhood development http://developingchild.harvard.edu/download_file/-/view/64/3. Center on the Developing Child at Harvard University. (2010)

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The grant funded Save the Children (STC) sponsors the Early Steps Program. Twenty families are served through this program by receiving one hour home visits two days per month 250 days per year. This program serves pregnant women and children up to three years of age. Services include: children's book exchange, read aloud stories, coaching, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Parent Involvement	08/03/2015	06/17/2016	\$40000	Grant Funds	Save the Children Staff Heather Stewart Rene Davenport

Activity - FRC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but not limited to: childhood development and beyond, local guest speakers such as health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/17/2016	\$0	No Funding Required	Shirley Lawson Bobby Gibbs

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Coordinator will conduct home visits when a need has been identified. Based upon need, the coordinator may refer the family to the proper agency for assistance or locate what is needed to meet the family's need. This may also prove to be the point of contact to encourage the enrollment of preschool aged children and to gain insight as to what type of support programs are still needed to reduce the barriers to learning.	Community Engagement	08/03/2015	06/17/2016	\$0	No Funding Required	Shirley Lawson

Goal 7: Pleasant View will set a baseline for proficiency in World Language and Global Competencies as part of the Pilot Program Review while maintaining or increasing the current program review ratings in Arts & Humanities, Writing, K-3, and PL/CS.

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance to set a baseline for the Global Competencies Pilot Program in World Languages by 06/17/2016 as measured by KDE's World Language and Global Competency rubrics.

Strategy 1:

Curriculum - Following the district created curriculum ensures all students are starting with the basics of learning the Spanish Language.

Category: Continuous Improvement

Activity - Enhancing the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers follow the curriculum and become familiar with requirements and language sequence, they will note their personal discoveries and resources to share in PLCs and continue to build a workable curriculum.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Heather Stewart
Activity - Cultural Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom or grade level will select a country to study and create a product to share school wide. The program manager will plan and organize the event.	Academic Support Program	11/01/2015	06/17/2016	\$0	No Funding Required	All teachers Jenny Chute Teresa McFarland
Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guest speakers will be invited in person, Skype or through other means to share information about their cultures, customs and/or expertise of a topic. Students will respond and/or create products to demonstrate their learning.	Community Engagement	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers

Strategy 2:

Management - Assigning managers will improve the protocol of collecting evidence and streamlining the process.

Category: Management Systems

Activity - Facilitators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two non-homeroom teachers will be assigned the role of facilitators for each program review area. They will offer guidance to teachers as what evidence is needed, evaluate the quality of that evidence based upon the rubrics, provide ideas/resources, and assist with the procedures for submission.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	All teachers Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Program Review managers for K-3, Writing, Practical Living & Arts & Humanities will collaborate with the World Language managers to identify evidence that is common to all reviews and to assign end of the year ratings.	Policy and Process	08/03/2015	06/17/2016	\$0	No Funding Required	Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Emergent Readers	Kindergarten students will strive to reach the district's Eager Reader status and first grade students will strive to reach Independent Reader status as described in the district guidelines. Incentives will be in place to encourage student efforts as funds allow.	Policy and Process	08/03/2015	06/17/2016	\$200	Christy Moses Marilyn Shelby Amanda Hubbard Kelly Hart Marie Carr Teresa McFarland Brenda Lawson
Attendance	Teachers will encourage student daily attendance as described in the S.B.D.M. policy. PTO will provide attendance incentives as described in their policy that includes an end of the year field trip, trophies and other rewards as funding allows. If a student's attendance begins to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be utilized to improve/correct the student's attendance with possible assistance from the Family Resource Center.	Policy and Process	08/03/2015	06/17/2016	\$500	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson
					Total	\$700

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra-Curricular Events	Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, talent show, family reading/math nights, and a science fair preparation evening. These events will serve as an opportunity to develop teacher and parent relationships.	Community Engagement	08/03/2015	06/17/2016	\$1000	Certified staff Coaches P.A.V.E. members PTO
					Total	\$1000

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
RTI	Students who score significantly below grade level in reading on the universal assessments MAPS or STAR, will be assessed with the AIMSweb benchmarks to determine an individual ROI (Individual rate of improvement). Students will receive the most appropriate intervention strategies and/or remedial programs to target identified deficiencies. Weekly progress monitoring and frequent analyses will guide intervention decisions. Student who do not meet their ROI may be referred to further evaluation.	Academic Support Program	08/03/2015	06/17/2016	\$0	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute
Guest Speakers	Guest speakers will be invited in person, Skype or through other means to share information about their cultures, customs and/or expertise of a topic. Students will respond and/or create products to demonstrate their learning.	Community Engagement	08/03/2015	06/17/2016	\$0	All teachers
Interventions	On-going analysis of student's formative/summative and universal assessments, teachers may refer students for math intervention services. Teachers may also provide small group instruction in the classroom using the Go-Math RTI materials. Students who score significantly below grade level will be benchmarked with AIMSweb assessments to set an individualized ROI (Rate of Improvement) and progress monitored on a weekly basis. Frequent analysis of the student's progress will guide the intervention. Students may also be referred to the Math Interventionist for small group instruction.	Policy and Process	08/03/2015	06/17/2016	\$0	All teachers Kim Creekmore Marie Carr Jenny Chute
Communications	The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	08/03/2015	06/17/2016	\$0	Bobby Gibbs, Principal
Facilitators	Two non-homeroom teachers will be assigned the role of facilitators for each program review area. They will offer guidance to teachers as what evidence is needed, evaluate the quality of that evidence based upon the rubrics, provide ideas/resources, and assist with the procedures for submission.	Policy and Process	08/03/2015	06/17/2016	\$0	All teachers Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Vertical/Horizontal Alignment	All teachers will align the curriculum on an on-going basis as lesson plans are developed in weekly PLCs. Select teachers will also participate in the district's annual curriculum alignment to analyze and update the curriculum.	Policy and Process	06/01/2015	08/12/2016	\$0	All teachers and at least one from each grade level will represent Pleasant View at the annual district level curriculum alignment.
Expectations	Teachers and staff will convey high expectations to all students through their comments, feedback, attitudes, behavior, gestures, body language, facial expressions, tone of voice, preparedness, lessons, and enthusiasm for learning.	Policy and Process	08/03/2015	06/17/2016	\$0	All staff
PLC	Teachers will meet to discuss any concerns or special situations in order to ensure new kindergarten children have the appropriate care or accommodations as needed.	Policy and Process	07/24/2015	09/18/2015	\$0	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers
Teachers Training Teachers	After teachers attend workshops or training they will share information with colleagues through mentoring, handouts, emails, and/or demonstrations and workshops. Teachers may also present at the district's annual grade level academies.	Policy and Process	07/17/2015	08/31/2016	\$0	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart
Data Analysis	Teachers will analyze students' applicable universal assessment results (STAR, MAPS, STAR Early Literacy) to plan instruction and target identified weaknesses. The district reading and math coach will assist with assessment analysis. These assessments will also serve as a monitoring tool throughout the year as they are administered three times per year. Formative and summative assessments will drive classroom instruction. Teachers and stakeholders will analyze the annual K-Prep data to guide school-wide academic improvements.	Policy and Process	08/03/2015	06/10/2016	\$0	All certified staff SBDM Council Bobby Gibbs Heather Stewart Kim Creekmore
Journey's Literacy Tool Kit	Teachers will use the Journeys Literacy Tool kit and Intervention Program to provide additional interventions to students identified as needing additional support in the area of Reading.	Academic Support Program	08/17/2015	05/11/2016	\$0	Classroom Teachers, Principal, District Reading Coach

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Technology	Students may utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, Reading Eggs, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks and other various approved programs.	Technology	08/03/2015	06/17/2016	\$0	All teachers Brenda Lawson Jill Roaden
District & State Programs	Teachers will receive updated training on district and school programs, procedures, and protocols to increase student achievement such as: AIMSweb, Program Reviews, district's reading & math series, TPGES, writing and RTI.	Professional Learning	07/03/2015	06/24/2016	\$0	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs
Highly Qualified Report	Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Highly Qualified Report	Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Title I Parent Involvement Policy	Pleasant View will implement the district Title I Parent Involvement Plan (policy page 35), which ensures that Title I funds and resources are communicated, accountable, and utilized per district and state guidelines.	Policy and Process	08/03/2015	06/17/2016	\$0	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council
Brigance Screener	Students entering kindergarten will be assessed with the Brigance Early Childhood Screens III Assessment.	Academic Support Program	08/03/2015	12/11/2015	\$0	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administrator s
Program Review Teams	All Program Review managers for K-3, Writing, Practical Living & Arts & Humanities will collaborate with the World Language managers to identify evidence that is common to all reviews and to assign end of the year ratings.	Policy and Process	08/03/2015	06/17/2016	\$0	Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Technology Support	Teachers will use various computer programs to support student learning; IXL, Math Facts in a Flash, Study Island, Cool Math Games, MobyMax.	Technology	08/03/2015	06/17/2016	\$0	All teachers Jill Roaden Brenda Lawson
Go-Math	Students will receive one hour per day of rigorous math instruction with Houghton Mifflin's Go-Math series. It provides teachers with formative and summative assessments, differentiation strategies, and RTI materials.	Academic Support Program	08/03/2015	06/17/2016	\$0	All teachers Kim Creekmore Jenny Chute
Cultural Fair	Each classroom or grade level will select a country to study and create a product to share school wide. The program manager will plan and organize the event.	Academic Support Program	11/01/2015	06/17/2016	\$0	All teachers Jenny Chute Teresa McFarland
Transistion Meeting	Each year preschool parents and children are invited to a transition meeting where they meet the kindergarten teachers to discuss how kindergarten differs from preschool. Topics of interest and concerns include: kindergarten exit criteria, attendance, grading system, and curriculum. Preschool observations and informal assessments are discussed to promote smooth transition. Children are provided hands on activities to encourage exploration of surroundings.	Community Engagement	04/15/2016	06/17/2016	\$0	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administrator s
Home Visits	The Family Resource Coordinator will conduct home visits when a need has been identified. Based upon need, the coordinator may refer the family to the proper agency for assistance or locate what is needed to meet the family's need. This may also prove to be the point of contact to encourage the enrollment of preschool aged children and to gain insight as to what type of support programs are still needed to reduce the barriers to learning.	Community Engagement	08/03/2015	06/17/2016	\$0	Shirley Lawson
Parent-Teacher Communications	The school will conduct two formal parent/teacher conferences where student progress, test results, and other pertinent information is discussed. Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress. Teachers will also maintain a parent contact log or other evidences showing frequent contacts throughout the year. The school's All Call system will be utilized to inform parents of events and important information. The school's digital roadside sign will be utilized to inform stakeholders of current events.	Parent Involvement	08/10/2015	06/17/2016	\$0	All teachers Bobby Gibbs Patrick Bowlin
Highly Qualified Status	Principals, SBDM Council and district level administrators will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Enhancing the Curriculum	As teachers follow the curriculum and become familiar with requirements and language sequence, they will note their personal discoveries and resources to share in PLCs and continue to build a workable curriculum.	Policy and Process	08/03/2015	06/17/2016	\$0	All teachers Heather Stewart
FRC	The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but not limited to: childhood development and beyond, local guest speakers such as health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/17/2016	\$0	Shirley Lawson Bobby Gibbs
Teacher Log	Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts. Logs will be monitored by the principal and checked at the end of each grading period.	Parent Involvement	08/03/2015	06/17/2016	\$0	Certified staff Principal Bobby Gibbs
P.A.V.E.	Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open house, parent/teacher conferences and through district literature.	Parent Involvement	08/03/2015	06/17/2016	\$0	Certified teachers P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council
Student Portal	Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement	08/03/2015	06/17/2016	\$0	All homeroom & special needs teachers
Interventions	Based upon student assessment and classroom performance teachers will refer at-risk students to the most appropriate level of interventions/support via the path of RTI (Response to Intervention). In-school interventions/support include: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Read to Achieve interventions, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/03/2015	06/17/2016	\$0	All certified staff Donna Stephens Shirley Lawson FRYSC Teresa McFarland Marie Carr Jenny Chute Ashley Cureton
Utilizing Data	Teachers will analyze student assessment data in a timely manner to guide classroom instruction and to provide interventions as needed.	Policy and Process	08/03/2015	06/17/2016	\$0	All teachers
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Differentiated Instruction	Teachers will use assessment data to deliver instruction to small groups in the classroom. Whole group instruction will include differentiation of content, questioning, and/or assessment.	Direct Instruction	08/03/2015	06/17/2016	\$0	All teachers All instructional aides
Classroom Web Pages	The media specialist will re-design classroom web pages to more effectively communicate and feature specific grade level information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide updated training for teachers on how to maintain those webpages.	Community Engagement	08/03/2015	06/17/2016	\$0	All certified staff members District technology department Richard Frazier, School's Media Specialist
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	The school will host family math nights to increase parent involvement and student achievement. Fun and challenging activities are offered along with snacks and prizes.	Community Engagement	08/03/2015	06/17/2016	\$1000	Jenny Chute Kim Creekmore
Universal Assessments	Students will be administered the MAPS Assessment three times per year. It provides teachers with reports that measure growth and offers a "menu" of suggested skills to increase achievement. Grads 2-6 students will also be administered the STAR Reading test, which provides a grade equivalent score and a reading range that is used in the Accelerated Reading Program. Grades K & 1 take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/03/2015	06/17/2016	\$5000	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart
Extended Learning	Based upon the analysis of student data and teacher observation, students may be asked to participate in after-school tutoring services. Services are provided as a courtesy from select teachers at least one day a week for two hours. Technology may be used to differentiate instruction with approved programs such as Study Island, FLRT, Reading Eggs, Brainpop, and/or instructionally funded programs such as MobyMax and Spelling City. They may also be requested to attend one of our after-school programs; Save the Children Literacy and 21st Century, which both offer remedial and enrichment activities.	Tutoring, Academic Support Program	09/14/2015	04/15/2016	\$500	Sue Jones Amy Freels Virgie Howard Jill Roaden (technology chief) Patty Centers Ashley Cureton
Total					\$6500	

Grant Funds

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Save the Children	STC (Save the Children) uses researched based strategies in small group settings. A student's STAR Reading score may qualify them for five days a week, thirty minutes a day of in-school reading support. STC also provides two hour, four days a week reading support after school for anyone who wishes to attend. STC also funds an Early Steps Program that assistants parents in helping their children up to three years of age at home to develop concepts of print and language skills.	Academic Support Program	08/03/2015	06/17/2016	\$180000	All teachers Ashley Cureton Heather Stewart Patty Centers Kim Creekmore
Reading Recovery & CIM	Reading Recovery is a highly effective one-on-one, 12-24 week short-term intervention for eight of the lowest achieving first grade students. Based upon a triangulation of assessment data students may receive thirty minutes a day, five days a week of individualized instruction by a highly trained teacher. As an extension of the Reading Recovery Program grades K, 2 and 3 are serviced in CIM (Comprehensive Intervention Model) small group settings up to four days a week, thirty minutes per session. Groups change as student achievement deems it appropriate.	Direct Instruction	08/03/2015	06/17/2016	\$48000	Teresa McFarland Bobby Gibbs K-3 Teachers
Save the Children	The grant funded Save the Children (STC) sponsors the Early Steps Program. Twenty families are served through this program by receiving one hour home visits two days per month 250 days per year. This program serves pregnant women and children up to three years of age. Services include: children's book exchange, read aloud stories, coaching, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Parent Involvement	08/03/2015	06/17/2016	\$40000	Save the Children Staff Heather Stewart Rene Davenport
MDC	The school will continue to send a teacher to the MDC (Math Design Collaborative) workshops. She will develop math units under the guidance of MDC leadership and share with her colleagues.	Professional Learning	08/03/2015	06/17/2016	\$6000	Christy Frazier Kim Creekmore
Homework	Students may be assigned individualized, relevant and engaging homework as described in the S.B.D.M. Homework Policy. Homework help is provided during after school hours for any student who wishes to attend.	Policy and Process	08/03/2015	06/10/2016	\$4000	All certified staff
Cohorts	Selected teachers will participate in extensive, year long professional cohorts. Grants provide funding for training in literacy and math through the LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) and the CTL (Center for Teaching and Learning), which provides teacher leadership training.	Professional Learning	07/17/2015	08/05/2016	\$3000	All teachers Christey Frazier Michelle Helton Marie Carr Jenny Chute Bobby Gibbs Kim Creekmore

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Extra Curricular Programs	Students will have opportunity to participate in after school and/or summer activities provided by grant funded programs; 21st Century and Save the Children. Both provide remedial and enrichment activities.	Academic Support Program	08/24/2015	07/15/2016	\$37000	Patty Centers Ashley Cureton Kim Creekmore Heather Stewart
Accelerated Reader	AR (Accelerated Reader) Program will be implemented school-wide. Students are assigned a reading range of book levels based upon their STAR Assessment results. Teachers will monitor students' reading practice through the use of AR reports and reading logs to ensure students are successfully reading progressively complex text. Teacher conferences and book talks aid in comprehension and the utilization of effective and appropriate reading strategies. Students are extrinsically rewarded for reaching individual goals. K-1 students are also rewarded for reaching certain reading status; Eager Reader and Independent Reader.	Policy and Process	08/03/2015	06/17/2016	\$3000	All teachers Richard Frazier Save the Children Bobby Gibbs Brenda Lawson
Total					\$321000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent-Teacher Conferences	The school will continue to sponsor one open-house and two formal parent-teacher conferences throughout the year.	Parent Involvement	08/03/2015	06/17/2016	\$300	All certified staff members Bobby Gibbs
Total					\$300	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Through an extensive review of assessment data we will determine targeted areas of improvement. The review of data has revealed several things. In the area of writing, we fall significantly below the district and state averages for the percent of students scoring proficient and above. In the area of Math, we identified a minute gender gap among students' mathematic proficiency. In the area of Social Studies, we met our delivery target with a score of 71.4. However, we still had 31.8% of our students that tested below the proficiency level. This data tells us that Social Studies is a significant strength with 68.2% of our students scoring proficient or above. The data shows us that females outperformed males in Reading, Writing and Language Mechanics, however, males outperformed females in Social Studies and Math. The data does not identify students who are borderline of higher performance levels nor does it break down the data into individual classrooms.

Following the release of the K-Prep Assessment Results, Pleasant View staff and stakeholders analyzed and disaggregated test data on October 28, 2015 during a scheduled early release day and a full day November 3rd. S.B.D.M Council and PTO records show members were encouraged to attend and to participate in the analysis process. Following a brief PowerPoint that displayed our progress in each content area, the principal presented criteria to be used in creating content area analysis teams. Each team included at least one primary teacher; one intermediate teacher and some teams included a resource teacher, support staff member, and/or at least one community/parent member. Those remaining joined a team based on relevance and interest. The final analysis teams were comprised of 23 certified members and 15 parent/community/support staff members. Each team was given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team completed the first round of data analysis and presented their findings to others. Significant weaknesses, gaps and concerns were recorded and shared at the S.B.D.M. Council's October meeting. The next round of analysis involved a similar process, but included additional analysis and comparisons to in-house universal assessments: MAPS, STAR Reading and KDE's Program Reviews. This data was shared with S.B.D.M. Council during the November meeting with a complete analysis on file. The council voted to extract Reading and math for the focus of improvement. Writing was also a significant weakness, but due to the inclusion of writing in all other subject areas council deemed it as an embedded focused area.

Based on the 2014-2015 K-Prep data Math and Reading are the targeted areas for improvement. The analysis of Math revealed 49.6% of all students fell below the proficient performance level with third grade's overwhelming percent of 79.5% and sixth grade's 44.1%. The district's universal Fall MAPS Assessment shows this particular third grade population, now in fourth grade, still lags behind the average grade level RIT score of 201.9. They entered this year with an average RIT score of 191.7, which falls below grade level. All K-Prep content categorical skills: operations & algebraic thinking, base ten number & operations, fractions, measurement & data, and geometry are reported as in need of improvement at various grade levels, but improvement is needed in operations & algebraic thinking in all grades. An overall gender gap was identified with 53% more girls than boys scoring below the proficient performance level. Pleasant View has not met their K-Prep Math target since 2012-2013. A total of 10 points were needed to meet the 2015-2016 Delivery Target of 60. The annual kindergarten Brigance Assessment reveals 63% of kindergarten students, this year, entered school lacking readiness skills, which may be a contributing factor in students struggling to reach and perform at grade level.

Pleasant View did not meet their Delivery Target for Reading. 54% of all students fell below the proficient performance level with third grade's overwhelming 74.4% and fourth grade's 59.5%. Fifth grade outscored all other grades in Reading with only 18.2% falling below the proficient level. A total of 13.8 points were needed to meet the 2015-2016 Delivery Target of 61.5. All K-Prep Reading skill categories: Key Ideas, Craft and Structure, Integration of Ideas and Vocabulary and Acquisition are reported as in need of improvement at various grade levels, but SY 2015-2016

the greatest overall need of improvement is the areas of Craft and Structure, and Integration of Ideas. An overall gender gap shows girls outscoring boys by 1.9%. The district's universal Fall MAPS Assessment shows this particular third grade population, now in fourth grade, still lags behind the average grade level RIT score of 194.8. They entered this year with an average RIT score of 188, which falls below grade level. This year's districts universal STAR Reading Assessment reports 66% of second graders scored at or below the grade equivalent of 1.9. At third grade 12% scored at or below the 1.9 grade equivalent. 37% of fourth graders scored at or below the grade equivalent of 2.9. At fifth grade 39% of students scored at or below 3.9 and sixth grade had 27% at or below the 4.9 grade equivalent.

We did not meet the delivery target this year in Writing. 13.8 points were needed to meet the 2015-2016-delivery target of 44.6. Writing has not shown notable improvement since 2011-2012. 71.4% of Pleasant View students fell below the proficiency performance level. Data does not reveal a significant gap in performance among grade levels or student gender. We fall significantly below the district and state averages for the percent of students scoring proficient and above. For the last four years over 50% of our students have fell at the apprentice performance level. Because Writing is incorporated throughout the entire curriculum and continues to be an area in need of significant improvement, council deemed it appropriate to target writing skills within all subjects and not as a detached subject.

Social Studies was our strongest content area with 68.2% scoring proficient and above. 27.3% scored at the apprentice performance level. Pleasant View scored slightly higher than the district and scored 7.6% higher than the state average of 60.6%. Males outperformed the females by 21.7%. All categorical content skills: government/civics, cultures/societies, economics, geography, ad historical perspectives are on track according to K-Prep data.

Language Mechanics is an area of concern, but the staff and S.B.D.M. Council agrees this it is best integrated into the priority areas of Reading/Writing. Pleasant View has slightly over half its students (51.3%) scoring at or below the apprentice performance level, which is higher than both the state and district averages. Females outperformed the males by an average of 5.4%.

Review of Non-Academic Indicators

Pleasant View's overall student attendance is comparable to the district, but eight tenths below the state average of 94.5%. Our retention rate is 0.8% below the state average and 0.5% below the district level at 2.5%. Our free and reduced lunch average of 89.7% is 8.3% above the district and 29.6% above the state's average of 60.1%. Based on the school's comprehensive improvement plan we met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. Based on the 2015 TELL KY Survey, 68% of teachers agree the amount of paperwork has been minimized compared to 37.5% in 2013. Resource teachers share the duties as program review managers for three of the five programs. There is also support and guidance in the Response to Intervention process, special education referrals, and staff members designated to coordinate many of the school-wide events and assist in maintaining school-wide documents. Also, because of our new school facility 96% of teachers now agree the physical environment of classrooms supports teaching and learning. This is a significant increase from 36% in 2013. One area remained the same as the 2013 TELL KY Survey. Less than half (48%) of the teachers agree that parents/guardians support them in a way that contributes to the success of the students. Based on the program review data we met the goal of 100% of students increasing their knowledge of Arts & Humanities, Writing, and Practical Living/Career Studies. In the Art & Humanities area the school earned the score of 8.3 points, placing us at the proficient performance level. The Practical Living/Career Studies also scored at the proficient performance level with a total of 10.5 points. The Writing Program Review scored 9.1 points, which is also within the proficient performance level.

Areas of Strengths

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

The most evident reason to celebrate is having a brand new facility for our students. Teachers, staff, parents, and students are very proud of the school and embrace all of its new technologies. The 2015 TELL KY Survey reveals strength in Community Support and Involvement. 100% of the responding teachers agree that parents are well informed with useful information about student learning and about what is going on at the school. The school and district polices state that three formal parent conferences must be conducted and records support the policy's implementation. Pleasant View teachers maintain a parent contact log where documentation reveals parents are contacted via email, phone, a note, or in person on a regular basis. Some teachers are now using the Remind Program, which sends a text to parents with important information from the classroom, such as spelling list, daily schedules, and homework assignments. Flyers are sent home announcing school events along with the district's All Call System. Report cards are sent home every six weeks and grades are posted on Infinite Campus available to parents with Internet access. Assessment interpretation guides are sent home and also utilized during conferences to help parents understand their child's assessment results. The school communicates with parents and community through the use of the District Education Newspaper, which has a circulation of over 9,000 and through the district's radio station. Teachers send home weekly planners describing the objectives and goals for their students. The school hosts monthly PTO meetings, family reading and math nights. Another area of strength shown by the KY TELL Survey is School Leadership. 100% of responding teachers agree the faculty and leadership have a shared vision and the school improvement team provides effective leadership in the school. The school's S.B.D.M. Council is dedicated to the success of students. They support the school's efforts with their time and available resources. They work collaboratively with the principal making decisions that impact student achievement and help create a positive school climate. They receive guidance and support from district members that provide necessary information and assistance needed to make informed decisions at the school level. Teachers also overwhelmingly agree they have instructional support and receive effective feedback that helps them improve their teaching. With the implementation of the new PGES, teachers receive a great deal of feedback that is helpful in improving instruction. Pleasant View's most notable academic strength is Social Studies. According to the K-Prep data we scored 90.5 in NAPD Calculations. This was 0.6 points above District and 12.4 above state. 68.2% of students scored proficient and above. All categorical content skills: government/civics, cultures/societies, economics, geography, and historical perspectives are on track according to the K-Prep data. Students engagement is at its highest as they learn through hands-on activities, such as mock elections, crafts, skits, and interviewing guest speakers. Students enjoy demonstrations from peers, guests and instructors. Technology is integrated almost on a daily basis providing students access to current and past events. Also, the use of iPads, videos, software, and virtual tours are available for supporting various topics of study. Writing to learn is a common method for our learners. Students take notes and make observations about presentations and guest speakers. Integration of skills across content areas strengthens the learning process and promotes content knowledge retention.

Opportunities for Improvement

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

Math is one of our targeted areas for improvement. 49.6% of all students fell below the proficient performance level with third grade's overwhelming percent of 79.5% and sixth grade 44.1%. The district's universal Fall MAPS Assessment shows this particular third grade population, now fourth grade, still lags behind the average grade level RIT score of 201.9. They entered this year with an average RIT score of 191.7, which falls below grade level. All K-Prep content categorical skill: operations & algebraic thinking, base ten number & operations, fractions, measurement & data, and geometry are reported as in need of improvement at various grade levels, but overall improvement is needed in operations & algebraic thinking. The Brigance Assessment reveals 63% of our kindergarten students, this year, entered school lacking readiness skills, which may be a contributing factor in students struggling to reach and perform at grade level. Improvements will be carried out in several different ways. First, Pleasant View now has a Math Intervention teacher who will be working with students in small group settings. Criteria for pullout are based on K-Prep and Map scores. Improvements will also include the regular use of math software to support specific learning. Teachers will track student progress on a regular basis and make instructional decisions based on that data. Small group instruction will support differentiation of learning and will become a common part of the classroom procedures. Family math night will continue providing families opportunity to participate in planned mathematical activities together. The S.B.D.M Council will search for grant opportunities that can provide needed resources, training or support. The district math coach will be requested to make on-site visits to demonstrate and support teacher efforts.

The second area of focus is Reading. 54% of students fell below the proficient level with third grade's overwhelming 74.4% and fourth grade with 59.5%. The district's universal Fall MAPS Assessment shows this particular third grade population, now fourth grade, still lags behind the average grade level RIT score of 194.8. They entered this year with an average RIT score of 188, which falls below grade level. This year's districts universal STAR Reading Assessment reports 66% of second graders scored at or below the grade equivalent of 1.9. At third grade 12% scored at or below the 1.9 grade equivalent. 37% of fourth graders scored at or below the grade equivalent of 2.9. At fifth grade 39% of students scored at or below 3.9 and sixth grade had 27% at or below 4.9 grade equivalent. All K-Prep Reading skill categories: Key Ideas, Craft and Structure, Integration of Ideas and Vocabulary and Acquisition are reported as in need of improvement at various grade levels, but overall, the greatest need of improvement is in the areas of Craft /Structure, and Integration of Ideas. Overall, the majority of students have scored below grade level in reading and the number increases with each grade progression.

The continued use of our recently adopted, state approved reading series will provide teachers with the guidance needed to meet the rigor of the new standards. The district's reading coach will continue to visit our school to update and assist teachers in the textbook's implementation along with the accompanying resources. We will continue to work together to ensure validity of the program and identify ways to utilize time efficiently. Writing is integrated immensely within this reading series and teachers will implement various forms and writing techniques taught throughout the year to improve writing scores. We will continue the use of Phonics Dance at grades K-2, which is a researched based approach for teaching phonics in a systematic way. We will continue to implement the Accelerated Reader Program to support differentiated instruction and promote fluency. Family reading night will continue providing families opportunity to participate in planned literacy activities together. Our Reading Recovery teacher, through the Read to Achieve Grant, will continue working with students in small group settings (CIM Groups) and one-on-one using the researched based strategies of the Reading Recovery Program. Collaboration between our grant funded Save the Children Program and the Reading Recovery Program will result in students being served in the most appropriate intervention service. The principal continues to analyze the teacher's workload in attempt to improve efficiency, streamline and minimize repetitious paperwork. The KY TELL survey revealed only 48% of teachers agree parents/guardians support teachers, contributing to their success with students. This is an area of concern that we will continue to focus on for improvement. We will invite, involve and support our families in efforts to bridge the home and school connection.

Conclusion

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

Pleasant View's Comprehensive Improvement Plan has accomplished many of its overall objects. We are a proficient school always searching for updated methods and strategies to help increase student achievement.

Our Comprehensive Improvement Plan was developed not only for the purpose of improvement, but also a communication tool among teachers and stakeholders. We plan to integrate several program review indicators into the plan to create a more efficient way of monitoring our improvement efforts simultaneously. We have chosen the areas of math and reading again this year to target improvement with writing integrated in all areas of the curriculum to increase higher-level thinking, retention and relevance. Many of the current activities and strategies have proven their effectiveness and will be continued to sustain and promote future growth. Our school ranks 226th in the state with an overall score of 73.7 placing us at the proficient performance level, however, more that one data source reveals reading and math have significant areas of concern. The continued use of the Reading Journeys reading series will be a primary factor for improvement. The addition of a Math Intervention teacher and the staff analyzing for gaps in the math curriculum will be contribute to improvement in math. A closer look at the primary grades' curriculum and instructional methods may lead to improving students' ability to overcome their lack of readiness skills upon entry of formal education.

The Missing Piece data shows our school needs to provide more opportunities to parents to develop their skills in a way that supports their child's learning. S.B.D.M. has implemented the policy used by our districts P.A.V.E. program for parents to observe in their child's classroom and become more of a contributing factor in their child's education. This will allow parents' to visits to coincide with their child's point of academic difficulty. We also have a teacher participating in a statewide leadership initiative through the Center of Teaching and Learning (CTL) supported by the Bill and Linda Gates Foundation. The purpose of this yearlong project is to improve an area of concern through inquiry, research, collaboration and team building with on-going guidance and support from the CTL.

Phase II KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

To increase parent/guardian support as evidenced by the TELL Survey Results from 48.0% to 53%.

Measurable Objective 1:

collaborate to increase the amount of support teachers receive that directly impacts student achievement by 08/25/2017 as measured by the 2017 TELL Survey results and/or informal teacher surveys.

Strategy1:

Communications/Opportunities - Keeping parents informed and providing opportunities for involvement through various platforms & media will promote and encourage academic support.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

Activity - Teacher Log	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts. Logs will be monitored by the principal and checked at the end of each grading period.	Parent Involvement	08/03/2015	06/17/2016	\$0 - No Funding Required	Certified staff Principal Bobby Gibbs

Activity - Classroom Web Pages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will re-design classroom web pages to more effectively communicate and feature specific grade level information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide updated training for teachers on how to maintain those webpages.	Community Engagement	08/03/2015	06/17/2016	\$0 - No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to sponsor one open-house and two formal parent-teacher conferences throughout the year.	Parent Involvement	08/03/2015	06/17/2016	\$300 - General Fund	All certified staff members Bobby Gibbs

Activity - P.A.V.E.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open house, parent/teacher conferences and through district literature.	Parent Involvement	08/03/2015	06/17/2016	\$0 - No Funding Required	Certified teachers P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council

Activity - Extra-Curricular Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, talent show, family reading/math nights, and a science fair preparation evening. These events will serve as an opportunity to develop teacher and parent relationships.	Community Engagement	08/03/2015	06/17/2016	\$1000 - Title I Part A	Certified staff Coaches P.A.V.E. members PTO

Activity - Title I Parent Involvement Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasant View will implement the district Title I Parent Involvement Plan (policy page 35), which ensures that Title I funds and resources are communicated, accountable, and utilized per district and state guidelines.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Activity - Student Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement	08/03/2015	06/17/2016	\$0 - No Funding Required	All homeroom & special needs teachers

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	Bobby Gibbs, Principal

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

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for all students from 50% to 75% in 2019.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 50% to 60% by 06/30/2016 as measured by the K-PREP delivery targets..

Strategy1:

Collaboration & Communication - Teachers will collaborate vertically and horizontally within the school and district to maximize students' learning opportunities.

Category: Continuous Improvement

Research Cited: Beyond the Education Wars: Evidence that Collaboration Builds Effective Schools

April 24, 2013 the consortium's overarching finding was that the most effective schools had developed an unusually high degree of "relational trust" among its stakeholders.

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will align the curriculum on an on-going basis as lesson plans are developed in weekly PLCs. Select teachers will also participate in the district's annual curriculum alignment to analyze and update the curriculum.	Policy and Process	06/01/2015	08/12/2016	\$0 - No Funding Required	All teachers and at least one from each grade level will represent Pleasant View at the annual district level curriculum alignment.

Activity - Extra Curricular Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have opportunity to participate in after school and/or summer activities provided by grant funded programs; 21st Century and Save the Children. Both provide remedial and enrichment activities.	Academic Support Program	08/24/2015	07/15/2016	\$37000 - Grant Funds	Patty Centers Ashley Cureton Kim Creekmore Heather Stewart

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will encourage student daily attendance as described in the S.B.D.M. policy. PTO will provide attendance incentives as described in their policy that includes an end of the year field trip, trophies and other rewards as funding allows. If a student's attendance begins to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be utilized to improve/correct the student's attendance with possible assistance from the Family Resource Center.	Policy and Process	08/03/2015	06/17/2016	\$500 - Other	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Parent-Teacher Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will conduct two formal parent/teacher conferences where student progress, test results, and other pertinent information is discussed. Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress. Teachers will also maintain a parent contact log or other evidences showing frequent contacts throughout the year. The school's All Call system will be utilized to inform parents of events and important information. The school's digital roadside sign will be utilized to inform stakeholders of current events.	Parent Involvement	08/10/2015	06/17/2016	\$0 - No Funding Required	All teachers Bobby Gibbs Patrick Bowlin

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze students' applicable universal assessment results (STAR, MAPS, STAR Early Literacy) to plan instruction and target identified weaknesses. The district reading and math coach will assist with assessment analysis. These assessments will also serve as a monitoring tool throughout the year as they are administered three times per year. Formative and summative assessments will drive classroom instruction. Teachers and stakeholders will analyze the annual K-Prep data to guide school-wide academic improvements.	Policy and Process	08/03/2015	06/10/2016	\$0 - No Funding Required	All certified staff SBDM Council Bobby Gibbs Heather Stewart Kim Creekmore

Strategy2:

Professional Learning - Ongoing professional learning keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources and many other areas pertinent to effective teaching.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Teachers Training Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After teachers attend workshops or training they will share information with colleagues through mentoring, handouts, emails, and/or demonstrations and workshops. Teachers may also present at the district's annual grade level academies.	Policy and Process	07/17/2015	08/31/2016	\$0 - No Funding Required	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart

Activity - District & State Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on district and school programs, procedures, and protocols to increase student achievement such as: AIMSweb, Program Reviews, district's reading & math series, TPGES, writing and RTI.	Professional Learning	07/03/2015	06/24/2016	\$0 - No Funding Required	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Cohorts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will participate in extensive, year long professional cohorts. Grants provide funding for training in literacy and math through the LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) and the CTL (Center for Teaching and Learning), which provides teacher leadership training.	Professional Learning	07/17/2015	08/05/2016	\$3000 - Grant Funds	All teachers Christey Frazier Michelle Helton Marie Carr Jenny Chute Bobby Gibbs Kim Creekmore

Strategy3:

Differentiation - Whole group instruction will include differentiation of content, process, assessments, and/or products to reach students with different learning styles. Teachers will provide effective and timely feedback during student learning to increase academic growth via conferences, annotations, and models/examples.

Category: Integrated Methods for Learning

Research Cited: Differentiated Practices (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

The Power of Feedback, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112

Activity - Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will convey high expectations to all students through their comments, feedback, attitudes, behavior, gestures, body language, facial expressions, tone of voice, preparedness, lessons, and enthusiasm for learning.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	All staff

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

Goal 1:

All students entering kindergarten at Pleasant View School will be screened with the Brigance Early Childhood Assessment and the percent of kindergarten readiness will increase by 20%.

Measurable Objective 1:

A 20% increase of Kindergarten grade students will demonstrate a behavior of school readiness meaning that a child will possess a set of prerequisite skills and abilities (e.g., knowledge, attitudes, behaviors) that indicates the child is ready to benefit from instruction at the kindergarten level in English Language Arts by 08/31/2017 as measured by the Brigance Early Childhood Assessment.

Strategy1:

Assessment - Screening plays an important role in supporting a child's early learning and development. Screening will identify at-risk children who may be in need of interventions to ensure prerequisite skills such as ; fine/gross motor skills, receptive/expressive language, self-help, social and emotional skills are developed before kindergarten entry.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Category: Early Learning

Research Cited:

Campbell, F. A. and C. T. Ramey. "Effects of Early

Intervention on Intellectual and Academic Achievement: " Child Development 65 (1994): 684–698

Activity - Brigrance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will be assessed with the Brigrance Early Childhood Screens III Assessment.	Academic Support Program	08/03/2015	12/11/2015	\$0 - No Funding Required	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs

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

Goal 1:

All students entering kindergarten at Pleasant View School will be screened with the Brigrance Early Childhood Assessment and the percent of kindergarten readiness will increase by 20%.

Measurable Objective 1:

A 20% increase of Kindergarten grade students will demonstrate a behavior of school readiness meaning that a child will possess a set of prerequisite skills and abilities (e.g., knowledge, attitudes, behaviors) that indicates the child is ready to benefit from instruction at the kindergarten level in English Language Arts by 08/31/2017 as measured by the Brigrance Early Childhood Assessment .

Strategy1:

Collaboration & Support - Collaboration between stakeholders and programs will increase the number of children benefiting from early interventions.

Category: Continuous Improvement

Research Cited: Center on the Developing Child at Harvard University. (2010). The foundations of lifelong health are built in early childhood .

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Center on the Developing Child at Harvard University (2008).

The science of early childhood development http://developingchild.harvard.edu/download_file/-/view/64/3.Center on the Developing Child at Harvard University. (2010)

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grant funded Save the Children (STC) sponsors the Early Steps Program. Twenty families are served through this program by receiving one hour home visits two days per month 250 days per year. This program serves pregnant women and children up to three years of age. Services include: children's book exchange, read aloud stories, coaching, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Parent Involvement	08/03/2015	06/17/2016	\$40000 - Grant Funds	Save the Children Staff Heather Stewart Rene Davenport

Activity - FRC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but not limited to: childhood development and beyond, local guest speakers such as health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/17/2016	\$0 - No Funding Required	Shirley Lawson Bobby Gibbs

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Coordinator will conduct home visits when a need has been identified. Based upon need, the coordinator may refer the family to the proper agency for assistance or locate what is needed to meet the family's need. This may also prove to be the point of contact to encourage the enrollment of preschool aged children and to gain insight as to what type of support programs are still needed to reduce the barriers to learning.	Community Engagement	08/03/2015	06/17/2016	\$0 - No Funding Required	Shirley Lawson

Strategy2:

Assessment - Screening plays an important role in supporting a child's early learning and development. Screening will identify at-risk children who may be in need of interventions to ensure prerequisite skills such as ; fine/gross motor skills, receptive/expressive language, self-help, social and emotional skills are developed before kindergarten entry.

Category: Early Learning

Research Cited:

Campbell, F. A. and C. T. Ramey. "Effects of Early

Intervention on Intellectual and Academic Achievement: " Child Development 65 (1994): 684-698

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss any concerns or special situations in order to ensure new kindergarten children have the appropriate care or accommodations as needed.	Policy and Process	07/24/2015	09/18/2015	\$0 - No Funding Required	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Transistion Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year preschool parents and children are invited to a transition meeting where they meet the kindergarten teachers to discuss how kindergarten differs from preschool. Topics of interest and concerns include: kindergarten exit criteria, attendance, grading system, and curriculum. Preschool observations and informal assessments are discussed to promote smooth transition. Children are provided hands on activities to encourage exploration of surroundings.	Community Engagement	04/15/2016	06/17/2016	\$0 - No Funding Required	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison

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

Goal 1:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy1:

Extended Learning - Students can extend/enrich their learning through participation in family reading nights, which provide engaging activities and opportunities for families to read together.

Category: Integrated Methods for Learning

Research Cited: A sizeable body of research addresses programs or reforms that stress parent involvement as a means to improve student academic achievement and restructure public schools (see, for example, Epstein, 1995; Fruchter, Galletta, & White, 1992; Rioux & Berla, 1993; Turnbull & Turnbull, 1990; U.S. Department of Education, 1994).

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may be assigned individualized, relevant and engaging homework as described in the S.B.D.M. Homework Policy. Homework help is provided during after school hours for any student who wishes to attend.	Policy and Process	08/03/2015	06/10/2016	\$4000 - Grant Funds	All certified staff

Strategy2:

Interventions - Providing students with the appropriate interventions will increase student achievement and help close the achievement gap.

Category: Continuous Improvement

Research Cited: Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998): Most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Reading Recovery & CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a highly effective one-on-one, 12-24 week short-term intervention for eight of the lowest achieving first grade students. Based upon a triangulation of assessment data students may receive thirty minutes a day, five days a week of individualized instruction by a highly trained teacher. As an extension of the Reading Recovery Program grades K, 2 and 3 are serviced in CIM (Comprehensive Intervention Model) small group settings up to four days a week, thirty minutes per session. Groups change as student achievement deems it appropriate.	Direct Instruction	08/03/2015	06/17/2016	\$48000 - Grant Funds	Teresa McFarland Bobby Gibbs K-3 Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score significantly below grade level in reading on the universal assessments MAPS or STAR, will be assessed with the AIMSweb benchmarks to determine an individual ROI (Individual rate of improvement). Students will receive the most appropriate intervention strategies and/or remedial programs to target identified deficiencies. Weekly progress monitoring and frequent analyses will guide intervention decisions. Student who do not meet their ROI may be referred to further evaluation.	Academic Support Program	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute

Activity - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Journeys Literacy Tool kit and Intervention Program to provide additional interventions to students identified as needing additional support in the area of Reading.	Academic Support Program	08/17/2015	05/11/2016	\$0 - No Funding Required	Classroom Teachers, Principal, District Reading Coach

Strategy3:

Assessments - Universal screeners, formative and summative assessments will be administered to students to help design classroom instruction and to gauge student progress. Kindergarten students will also be assessed at school entry with the common statewide screener (BRIGANCE).

Category: Continuous Improvement

Research Cited:

Activity - Emergent Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will strive to reach the district's Eager Reader status and first grade students will strive to reach Independent Reader status as described in the district guidelines. Incentives will be in place to encourage student efforts as funds allow.	Policy and Process	08/03/2015	06/17/2016	\$200 - Other	Christy Moses Marilyn Shelby Amanda Hubbard Kelly Hart Marie Carr Teresa McFarland Brenda Lawson

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Universal Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be administered the MAPS Assessment three times per year. It provides teachers with reports that measure growth and offers a "menu" of suggested skills to increase achievement. Grads 2-6 students will also be administered the STAR Reading test, which provides a grade equivalent score and a reading range that is used in the Accelerated Reading Program. Grades K & 1 take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/03/2015	06/17/2016	\$5000 - District Funding	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart

Strategy4:

Literacy Supports - Provide struggling readers the support they need through the RTI process.

Category: Continuous Improvement

Research Cited: As students progress through the grade levels, the academic distance from those who read well grows more pronounced (The Learning First Alliance, 1998; Rashotte, Toregesen, & Wagner, 1997; National Reading Panel, 1999; Torgesen, 1998).

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR (Accelerated Reader) Program will be implemented school-wide. Students are assigned a reading range of book levels based upon their STAR Assessment results. Teachers will monitor students' reading practice through the use of AR reports and reading logs to ensure students are successfully reading progressively complex text. Teacher conferences and book talks aid in comprehension and the utilization of effective and appropriate reading strategies. Students are extrinsically rewarded for reaching individual goals. K-1 students are also rewarded for reaching certain reading status; Eager Reader and Independent Reader.	Policy and Process	08/03/2015	06/17/2016	\$3000 - Grant Funds	All teachers Richard Frazier Save the Children Bobby Gibbs Brenda Lawson

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, Reading Eggs, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks and other various approved programs.	Technology	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Brenda Lawson Jill Roaden

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC (Save the Children) uses researched based strategies in small group settings. A student's STAR Reading score may qualify them for five days a week, thirty minutes a day of in-school reading support. STC also provides two hour, four days a week reading support after school for anyone who wishes to attend. STC also funds an Early Steps Program that assists parents in helping their children up to three years of age at home to develop concepts of print and language skills.	Academic Support Program	08/03/2015	06/17/2016	\$180000 - Grant Funds	All teachers Ashley Cureton Heather Stewart Patty Centers Kim Creekmore

Strategy5:

Data Analysis - Utilizing assessment data will drive the instruction and help target specific learning needs.

Category: Continuous Improvement

Research Cited:

Activity - Utilizing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student assessment data in a timely manner to guide classroom instruction and to provide interventions as needed.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers

Goal 2:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy1:

Parental Involvement - Parent/stakeholder involvement increases student motivation and achievement. Stakeholders will be invited during and after school to enhance math instruction.

Category: Stakeholder Engagement

Research Cited: Parental Involvement Strongly Impacts Student Achievement

Date: May 28, 2008 Source:

University of New Hampshire

New research shows that students do much better in school when their parents are actively involved in their education.

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights to increase parent involvement and student achievement. Fun and challenging activities are offered along with snacks and prizes.	Community Engagement	08/03/2015	06/17/2016	\$1000 - District Funding	Jenny Chute Kim Creekmore

Strategy2:

SY 2015-2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Curriculum & Instruction - Teachers will utilize a rigorous curriculum and supplemental materials to increase student achievement.

Category: Continuous Improvement

Research Cited: A curriculum with clear, intelligible standards that are aligned with appropriate assessments is critical to school improvement (Fullan & Stiegelbauer, 1991; Marzano, 2003; Rosenholtz, 1991).

Activity - Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various computer programs to support student learning; IXL, Math Facts in a Flash, Study Island, Cool Math Games, MobyMax.	Technology	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Jill Roaden Brenda Lawson

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going analysis of student's formative/summative and universal assessments, teachers may refer students for math intervention services. Teachers may also provide small group instruction in the classroom using the Go-Math RTI materials. Students who score significantly below grade level will be benchmarked with AIMSweb assessments to set an individualized ROI (Rate of Improvement) and progress monitored on a weekly basis. Frequent analysis of the student's progress will guide the intervention. Students may also be referred to the Math Interventionist for small group instruction.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Kim Creekmore Marie Carr Jenny Chute

Activity - Go-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive one hour per day of rigorous math instruction with Houghton Mifflin's Go-Math series. It provides teachers with formative and summative assessments, differentiation strategies, and RTI materials.	Academic Support Program	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Kim Creekmore Jenny Chute

Strategy3:

Professional Learning - Teachers will continue to learn new strategies and build their professional knowledge in math. Teachers will attend workshops through grant funded projects.

Category: Professional Learning & Support

Research Cited: Deep content-area knowledge is also an attribute of teachers that seems to have a positive impact on student achievement. This appears especially true for mathematics teachers. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. (Hill, et al, 2005; Harris and Sass, 2007; Goldhaber and Brewer 1999; Clotfelter, et al, March 2007, October 2007).

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to send a teacher to the MDC (Math Design Collaborative) workshops. She will develop math units under the guidance of MDC leadership and share with her colleagues.	Professional Learning	08/03/2015	06/17/2016	\$6000 - Grant Funds	Christy Frazier Kim Creekmore

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.3% in 2015 to 74.3% % in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 48.3% to 58.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Utilize Student Data - On-going teacher observations and analysis of students' formative and summative assessments will reveal students in need of additional academic support.

Category: Learning Systems

Research Cited: Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices,

Authors | Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M.

Source | Mid-Continent Research for Education and Learning 2002

Early Childhood Interventions: Proven Results, Future Promise by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC, 2005

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student assessment and classroom performance teachers will refer at-risk students to the most appropriate level of interventions/support via the path of RTI (Response to Intervention). In-school interventions/support include: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Read to Achieve interventions, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/03/2015	06/17/2016	\$0 - No Funding Required	All certified staff Donna Stephens Shirley Lawson FRYSC Teresa McFarland Marie Carr Jenny Chute Ashley Cureton

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use assessment data to deliver instruction to small groups in the classroom. Whole group instruction will include differentiation of content, questioning, and/or assessment.	Direct Instruction	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers All instructional aides

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon the analysis of student data and teacher observation, students may be asked to participate in after-school tutoring services. Services are provided as a courtesy from select teachers at least one day a week for two hours. Technology may be used to differentiate instruction with approved programs such as Study Island, FLRT, Reading Eggs, Brainpop, and/or instructionally funded programs such as MobyMax and Spelling City. They may also be requested to attend one of our after-school programs; Save the Children Literacy and 21st Century, which both offer remedial and enrichment activities.	Academic Support Program Tutoring	09/14/2015	04/15/2016	\$500 - District Funding	Sue Jones Amy Freels Virgie Howard Jill Roaden (technology chief) Patty Centers Ashley Cureton

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.

Goal 1:

Pleasant View will set a baseline for proficiency in World Language and Global Competencies as part of the Pilot Program Review while maintaining or increasing the current program review ratings in Arts & Humanities, Writing, K-3, and PL/CS.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance to set a baseline for the Global Competencies Pilot Program in World Languages by 06/17/2016 as measured by KDE's World Language and Global Competency rubrics.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy1:

Curriculum - Following the district created curriculum ensures all students are starting with the basics of learning the Spanish Language.

Category: Continuous Improvement

Research Cited:

Activity - Enhancing the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As teachers follow the curriculum and become familiar with requirements and language sequence, they will note their personal discoveries and resources to share in PLCs and continue to build a workable curriculum.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Heather Stewart

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest speakers will be invited in person, Skype or through other means to share information about their cultures, customs and/or expertise of a topic. Students will respond and/or create products to demonstrate their learning.	Community Engagement	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers

Activity - Cultural Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom or grade level will select a country to study and create a product to share school wide. The program manager will plan and organize the event.	Academic Support Program	11/01/2015	06/17/2016	\$0 - No Funding Required	All teachers Jenny Chute Teresa McFarland

Strategy2:

Management - Assigning managers will improve the protocol of collecting evidence and streamlining the process.

Category: Management Systems

Research Cited:

Activity - Facilitators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two non-homeroom teachers will be assigned the role of facilitators for each program review area. They will offer guidance to teachers as what evidence is needed, evaluate the quality of that evidence based upon the rubrics, provide ideas/resources, and assist with the procedures for submission.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	All teachers Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Program Review managers for K-3, Writing, Practical Living & Arts & Humanities will collaborate with the World Language managers to identify evidence that is common to all reviews and to assign end of the year ratings.	Policy and Process	08/03/2015	06/17/2016	\$0 - No Funding Required	Jenny Chute Teresa McFarland Marie Carr Melissa Jones Mary Adkins Tyler Ayers

Phase II KDE Assurances - School

Introduction

KDE Assurances - School

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	October 28th was an early release day used for data analysis and November 3rd was a full day. The staff was divided into two levels for data analysis: K-2 teachers analyzed the school wide assessments; STAR Reading, MAPS and the IOWA Grades 3-6 analyze the K-PREP data and also utilized the school wide assessments to look for areas within in the curriculum that could be better aligned.	

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 conduct PLCs on a regular basis. The primary grades are currently conducting research on the concept of rigor.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	An evening is set aside each year dedicated to the preschool transition. the principal, kindergarten teachers, students and parents meet and greet with a focus on a successful transition. The principal facilitates discussions on curriculum, schedules, attendance, and other pertinent information.	

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	Pleasant View has a systematic method of meeting students' varying level of needs through the RTI framework. A matrix described the available programs and services that students may be referred to based on student data.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers participate in the TPGES.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary 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		

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	The school has a Parent Involvement Policy and a Title I Parent Involvement Policy. Parent Involvement is listed as one of the targeted areas in need of improvement through the TELL Survey and Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria 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 will be serving students.	Yes	All teachers are encouraged to participate in relevant professional learning. Teachers may request assistance in any area of need through the principal or the district's PD coordinator. Teachers have been to other high-performing schools to observe teachers to learn new strategies and ideas. Teacher may request specific training to be offered during the annual district level professional development at the beginning of each year. All professional development activities are housed in the district's ePD program.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school has an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Implementation and impact checks are conducted during the year with revisions addressed through the SBDM Council.	

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	We are a Title I school and the comprehensive needs assessment was developed during the school-wide data analysis and is included in the improvement plan.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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	All at-risk students are referred to the most appropriate services via the RTI protocols and procedures. We offer math resource interventions, Reading Recovery/CIM models, AIMSweb progress monitoring, 504 Plans, Tutoring, Save the Children literacy interventions, and accommodations plans.	

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	The school has collaborative and resource models of interventions in place to accommodate various needs of students. Research based strategies are utilized in the classrooms that include the support for struggling learners.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

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		

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		

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	See Munis Reports	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary 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	We host family math and reading nights that offer high interest learning activities. We communicate with parents via webpages, newsletters, phone calls and parent teacher conferences.	

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		

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		

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	The plan is posted on the district webpage and hard copies are available in the school library and the office upon request.	

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	There has not been a need for such notifications at this time.	

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		

KDE Comprehensive School Improvement Plan

Pleasant View Elementary 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		

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 para-educator schedules reflect at least 70% of the day in the classrooms assisting with student learning under the direct supervision of certified teachers.	

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		

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	The para-educators' schedules show all daily activities and requirements.	

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	Students are first and foremost. Several non-instructional duties are shared with our P.A.V.E. (Parents as Volunteer Educators) members.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase I - The Missing Piece

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.

Stakeholders

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

Bobby Gibbs, Principal

All Pleasant View Teachers

Pleasant View S.B.D.M.Parent Members: Herb Petrey and Kenny Carr

21st Century Coordinator Bobby Gibbs

Save the Children Site Coordinator Ashely Cureton

Family Resource Youth Service Center Director Shirley Lawson

Read to Achieve Teacher Teresa McFarland

P.T.O President Rhonda Carr

Relationship Building

Overall Rating: 3.43

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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).	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, opportunities for student-led conferences).	Proficient

	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

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.29

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 4.0

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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: 3.67

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 4.0

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Based upon the Kentucky Family and Community Involvement Diagnostic Pleasant View shows growth in all areas, but has reached the distinguished level in two areas: Objective 6: Community Partnerships and Objective 4: Advocacy.

Objective six measures the degree our staff engages and partners with community members to plan and implement substantive work to improve student achievement. Pleasant View is now housed in a new state of the art facility, which has prompted many new partnerships and support systems. Building relationships as described under objective one contributes to this high performance area. Our S.B.D.M. parent members have helped secure community support in both the financial and human aspects. They solicit parent involvement in the school's decision making and are part of our PTO, which collaborates with several local businesses. Our Family Resource Center (FRC) hosts several family events that addresses a variety of needs based on surveys, observations and requests. These events are specifically designed to reduce barriers to learning through meeting challenging needs of the family. The FRC coordinator conducts home visits to guide parents/guardians to the proper agencies or personally helps obtain the needed resources to reduce identified learning barriers. Our school has partnered with the local college where educational students participate in the school's monthly family and reading nights. This has developed into a type of mentoring program for students as well as the partnership we have with the high school's science department where students regularly visit our school to conduct hands-on science activities. Our full time counselor hosts monthly after school activities and conducts a full time summer program to support students' individual needs. Our district sponsors an annual Ready-fest for all students providing a number of free resources and services that prepares students for a new school year. The event is fully supported by numerous stakeholders. The district also supports family involvement through the Parents As Volunteer Educators (P.A.V.E.) Program where parents/guardians can become actively involved within the school and classroom.

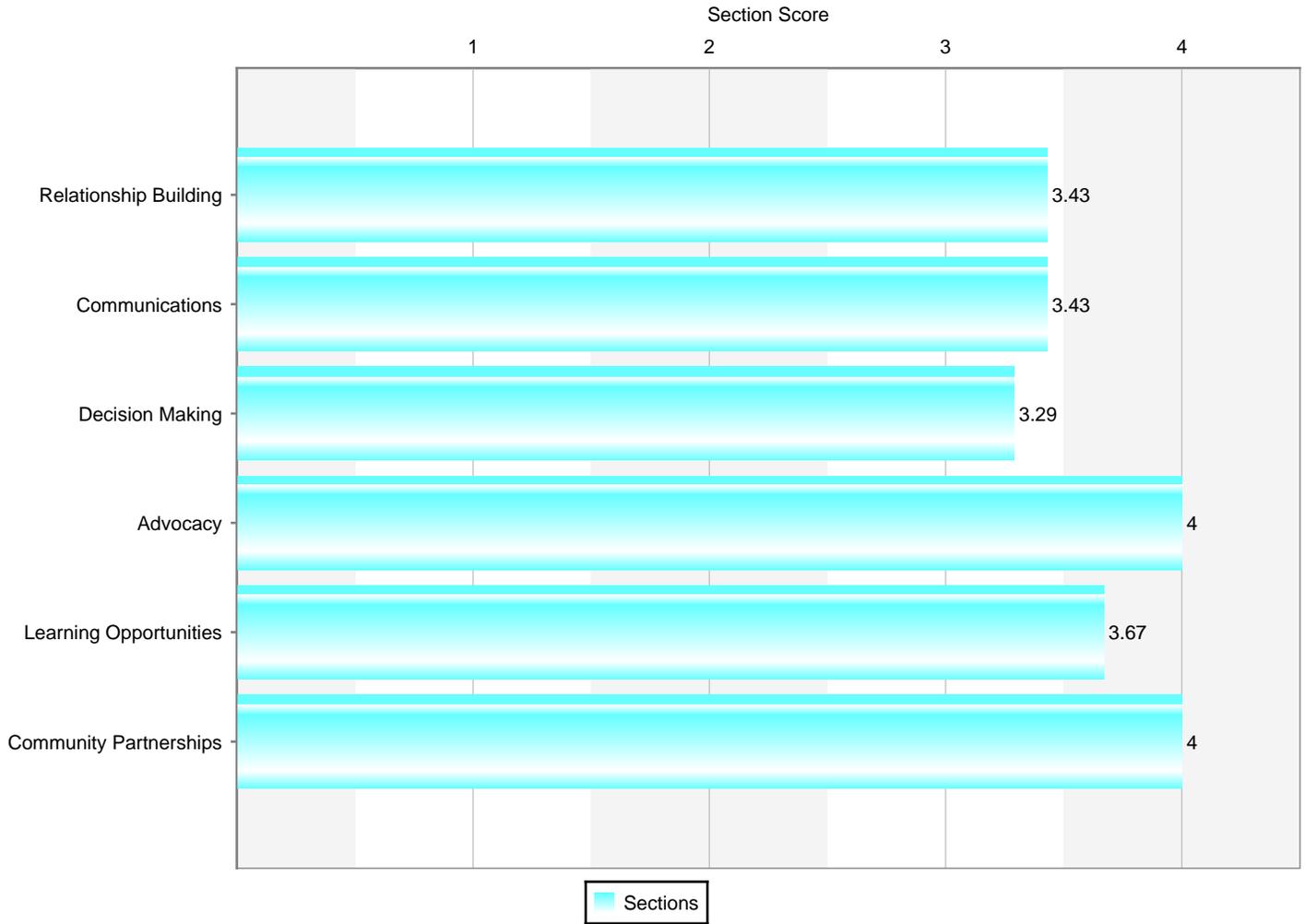
We also met the distinguished criteria for Objective 4: Advocacy. Pleasant View has a small enrollment of 280+ students and our school culture promotes the familiarity of families. Based upon staff observations and interactions with students, many concerns are shared with the appropriate resources, which frequently leads to assistance in various areas such as health issues, speech services, assistance from the Family Resource Center or assistance from outside agencies. Pleasant View also has solid procedures in place to help identify students in need of academic interventions. Once identified, students are provided with layers of interventions in effort to remediate academic deficiencies. Weekly monitoring takes place for at least twelve weeks. Decisions are made based on the child's rate of progress as to whether or not to seek further evaluation. During parent conferences all federal/state/district guidelines and protocols are precisely followed to ensure students with disabilities or very low performance are fully represented to maximize the efforts in meeting their individual needs. Parents or caregivers of these students receive documents explaining their legal rights, options, several resources, district and state contacts, and appropriate protocols to resolve complaints or concerns. A thorough face-to-face conversation accompanies this process with the appropriate certified staff members and/or district personnel. The district encourages parents of special education students to complete annual surveys online that are submitted to the Kentucky Department of Education. The results are compiled and reported by the U.S. Department of Education and are used by the district to make improvements within its services. There was a slight growth in objective 5, Learning Opportunities. Our parents have multiple opportunities and invitations to learn about their child's education and overall school progress and academic expectations. A variety of methods are used such as the Black Board Connect System which contacts parents via phone and texts. The district operates its own radio station and newspaper, which Pleasant View contributes to monthly or every grading period. The new school has a digital roadside sign where brief messages are posted for all its stakeholders. The parent S.B.D.M. members are actively involved in the encouragement of parent participation student achievement and school-wide decision making and effectively serve as parent liaisons. Several teachers utilize the computerized program Remind: a free, safe, and simple way teachers communicate

with students and/or parents. Numerous flyers, letters and posters are utilized to keep parents informed. Formal parent teacher conferences are held twice per year, but records show these types of conferences are held throughout the year based upon teacher or parent request. These conferences are scheduled once per semester, but are also scheduled at the parent's convenience when deemed necessary. During these conferences student performance is discussed and based upon the purpose of the conference a plan of action may be developed that includes suggestions, resources, or referrals to other facets of available resources. Teachers also have individual webpages that parents can access to obtain their child's current assignments and other pertinent classroom information. Parents may request to have on-going access to their child's grades and attendance through Infinite Campus. A parent observation policy is in place through the district's Parents As Volunteer Educators Program (P.A.V.E.) It provides an in-depth description of the participation requirements, guidelines, and the application process. This program is designed to support the overall effectiveness and success of the school. Classroom and hallway bulletin boards feature students' proficient work samples, though a scoring rubric is not always present.

Stakeholders are always invited and encouraged to participate in the process of the Comprehensive School Improvement Plan and monthly S.B.D.M. and P.T.O meetings, yet attendance is very low. In effort to maximize stakeholders' voice we plan to increase the frequency of gathering data through surveys and questionnaires to guide decision making for school improvement. Surveys will address several elements of the school such as school culture, and parent perceptions of our strengths and weaknesses. Results of such surveys will be analyzed by the school council, presented to the staff and will yield a plan of action.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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.

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.

Stakeholder involvement is encouraged through several modes of communication and approaches. Our policies, procedures, and practices reflect our belief that stakeholder support is crucial to our overall success. Our key approach to fostering parent support is the implementation of the district's P.A.V.E. Program; Parents as Volunteer Educators. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they must attend a district led workshop to learn their leaga and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings.

Our Site Base Decision Making Council is another organized group that encourages stakeholder involvement. Through the leadership of our council, parent members serve as liaisons to the community keeping them informed of opportunities and encourage them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS160.345. Parent members are selected through a process conducted and created by PTO. A letter is sent home explaining the qualifications, timeline and process details along with a nomination form. Elections are scheduled and conducted by the PTO officers as described in their policy. Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. Records reveal the Council conducted at least one informal survey during open house concerning the improvement of student achievement.

Another group that elicits parent involvement is the school's PTO. The logistics of monthly meetings are decided upon by its members. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTO, and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities. A notable amount of workshops are conducted for parent/guardians, which are hosted by community volunteers, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of contact. FRC hosts several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held which addresses numerous topics about what is taking place in the school. Records show several community members and business partners attend these meetings.

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

This year's re-elected S.B.D.M. Council parent members are both bankers from two separate towns. The three teacher members hold a Rank I Certification. Our re-elected PTO president has two years of college and works as a home-bound early educator for new born through preschool aged children. The FRC Coordinator has a bachelor's degree in education with at least two years of teaching experience. These people served in leadership roles. They elicited parent involvement and offered guidance in electoral procedures and data analysis. At least one parent/community survey was developed by these leaders. Committees were formed and stakeholders volunteered for particular content

areas based upon interest, need, or expertise. Records show that 32 people were directly involved with the revisions of the 2015-16 CSIP through meetings, emails, or person-to-person contact.

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

Once the CSIP received its final approval from the S.B.D.M. Council it was formally shared with its stakeholders. The PTO president presented the plan to its members in December through discussion and available copies of the plan. The principal also shared the completed plan with the members of the board of education during its December regularly scheduled meeting. The FRC Coordinator shared the plan with stakeholders during an advisory meeting in December. A copy is maintained in the school library for viewing upon request. All teachers and stakeholders were informed of public access to the plan through the district website. Though the plan is completed, revisions and updates are on-going based upon need. Information regarding revisions and monitoring are discussed and communicated through the school's PTO, FRC, and SBDM regularly scheduled meetings.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 19, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 19, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Based on the TELL Survey parent involvement remains a barrier. According to the 2010 census Whitley is a high poverty county. The Brigance Early Childhood screener shows 63% of our children are not ready for pre-kindergarten. According to office records a significant number of students are being raised by grandparents. The school Family Resource Center's budget does not provide adequate funding to assist families.

What sources of data were used to determine the barriers?

- * The Brigance Early Childhood Screener
- * The 2010 Quickfact Census
- * Student enrollment forms
- * Tell Survey
- * Preschool Assessments

What are the root causes of those identified barriers?

- * Our county is listed as being high poverty, which is confirmed by the number of free/reduced lunch.
- * Often, grandparents raising grandchildren are unable or unprepared to provide support.
- * According to the 2010 Census 22% of Whitley residents do not have a high school diploma.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

100% of teachers perform at the accomplished or higher levels.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

The school SBDM council has established a policy to ensure that all students have access to a classroom environment that will allow them to be successful. Data is used to place students in classes and make determinations based on individual student needs. Teachers, parents, and the principal all participate in the placement of students.

Per Policy:

The principal shall assign students to classes and programs by taking into consideration the following criteria:

- Academic performance of the student
- Learning style of the student
- Student behavior
- Instructional needs of the student
- Overall composition & ratios of each classroom
- Class size
- School schedule
- Parent requests

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is sourced in a variety of ways to ensure that students are not assigned to inexperienced, ineffective, or out of field teachers.

- Academic performance of the student
- Learning style of the student
- Student behavior
- Instructional needs of the student
- Overall composition & ratios of each classroom
- Class size
- School schedule
- Parent requests

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Data is collected and evaluated at the school level to identify areas of need and address those areas of need through the recruitment and hiring of effective and diverse teachers.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The school and district strictly adhere to board policy (03.11.AP.1) in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy (02.4244) and the Superintendent completes the hiring process. The SBDM sets and collaborates in the hiring process at the school level based on the above practices.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school uses and analyzes TELL survey data to evaluate the attitude and motivation of teachers. TELL data is used to maintain a positive and motivated work environment in which all employees can be successful.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New teachers are required to complete a year long internship through the Kentucky Teacher Internship Program (KTIP). We have three teachers trained and certified as resource teachers for the new KTIP that includes the elements of the new Teacher Professional Growth Effectiveness System (TPGES). The district also hosts a new teacher cohort where newly hired teachers are required to attend a number of after school meetings throughout the year. The district's math and reading coaches are utilized to provide additional support in the classroom. The school has two highly skilled reading resource teachers and one math specialist that are available upon request.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Currently, this is not an area of need, however, elements of a plan have been identified such as: peer observations of a documented highly effective teacher, study groups, and/or co-teaching/coaching.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Based upon the TELL Survey 100% of teachers agree that leadership makes a sustained effort to address the professional needs of

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

teachers. 95% agrees that professional development provides opportunities for on-going collegial collaboration in order to refine their practices. 100% of teachers agree that professional development is data driven and based upon teacher request, therefore, Pleasant View, through district collaboration, will continue with the current strategies, polices, and procedures to ensure teachers have the necessary training to sustain professional learning.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.3% in 2015 to 74.3% % in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 48.3% to 58.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Utilize Student Data - On-going teacher observations and analysis of students' formative and summative assessments will reveal students in need of additional academic support.

Activity - Interventions

Based upon student assessment and classroom performance teachers will refer at-risk students to the most appropriate level of interventions/support via the path of RTI (Response to Intervention). In-school interventions/support include: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Read to Achieve interventions, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.

Activity - Extended Learning

Based upon the analysis of student data and teacher observation, students may be asked to participate in after-school tutoring services. Services are provided as a courtesy from select teachers at least one day a week for two hours. Technology may be used to differentiate instruction with approved programs such as Study Island, FLRT, Reading Eggs, Brainpop, and/or instructionally funded programs such as MobyMax and Spelling City. They may also be requested to attend one of our after-school programs; Save the Children Literacy and 21st Century, which both offer remedial and enrichment activities.

Activity - Differentiated Instruction

Teachers will use assessment data to deliver instruction to small groups in the classroom. Whole group instruction will include differentiation of content, questioning, and/or assessment.

Goal 2: Increase the average combined elementary reading and math K-Prep scores for all students from 50% to 75% in 2019.

Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 50% to 60% by 06/30/2016 as measured by the K-PREP delivery targets..

Strategy 1:

Collaboration & Communication - Teachers will collaborate vertically and horizontally within the school and district to maximize students' learning opportunities.

Activity - Data Analysis

Teachers will analyze students' applicable universal assessment results (STAR, MAPS, STAR Early Literacy) to plan instruction and target identified weaknesses. The district reading and math coach will assist with assessment analysis. These assessments will also serve as a monitoring tool throughout the year as they are administered three times per year. Formative and summative assessments will drive classroom instruction. Teachers and stakeholders will analyze the annual K-Prep data to guide school-wide academic improvements.

Strategy 2:

Professional Learning - Ongoing professional learning keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources and many other areas pertinent to effective teaching.

Activity - Teachers Training Teachers

After teachers attend workshops or training they will share information with colleagues through mentoring, handouts, emails, and/or demonstrations and workshops. Teachers may also present at the district's annual grade level academies.

Goal 4: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card

Strategy 4:

Data Analysis - Utilizing assessment data will drive the instruction and help target specific learning needs. Category: Continuous Improvement

Activity - Utilizing Data

Teachers will analyze student assessment data in a timely manner to guide Policy and classroom instruction and to provide interventions as needed.

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020.

Strategy 1:

Curriculum & Instruction - Teachers will utilize a rigorous curriculum and supplemental materials to increase student achievement.

Activity - Interventions

On-going analysis of student's formative/summative and universal assessments, teachers may refer students for math intervention services. Teachers may also provide small group instruction in the classroom using the Go-Math RTI materials. Students who score significantly below grade level will be benchmarked with AIMSweb assessments to set an individualized ROI (Rate of Improvement) and progress monitored on a weekly basis. Frequent analysis of the student's progress will guide the intervention. Students may also be referred to the Math Interventionist for small group instruction.

Strategy 2:

Professional Learning - Teachers will continue to learn new strategies and build their professional knowledge in math. Teachers will attend workshops through grant funded projects.

Activity - MDC

The school will continue to send a teacher to the MDC (Math Design Collaborative) workshops. She will develop math units under the guidance of MDC leadership and share with her colleagues.