



Comprehensive School Improvement Plan

Pleasant View Elementary School

Whitley County

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 Goal 1: Increase the average combined elementary reading and math K-Prep scores for all students from 58.5% to 75% in 2019. 36

 Goal 2: To increase parent/guardian support that contributes to their child's success from 44% to 50% as evidenced by the 2017 TELL Survey. 39

 Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 56.2% in 2016 to 74.3% % in 2019. 41

 Goal 4: To increase learning opportunities for both teachers and students in the areas of Visual Performing Arts and Practical Living/Career Studies. 42

 Goal 5: To increase teacher effectiveness. 44

 Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020. 45

 Goal 7: The percentage of students scoring novice in math will decrease by 50% by 2020. 49

 Goal 8: To increase the percent of children being kindergarten ready from 28% to 38% as measured by the Brigance Early Childhood Assessment. 52

 Goal 9: To decrease the percentage of students scoring novice in on-demand writing from 23% to 20% and increase the percentage of proficient and distinguished from 19% to 25%. 54

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

EPSB's Highly Qualified Report reveals 100% of teachers are highly qualified. 90.9% of teachers have at least four years experience. 9.1% of teachers are males, who also serve as role models. All teachers teach in their specialized fields with 52.6% holding a Master's Degree and 42.1% with a Rank I Degree. Our school provides an over all average of 12.2 years of teaching experience to our students. We have no National Board Certified Teachers. Based on the KY TELL Survey 96% of teachers report that the school leadership makes a sustained effort to address professional learning needs with 78% reporting that appropriate time is allotted for professional learning indicating teachers stay informed of new strategies, programs and trends.

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

(a) According to the school report card, 85.5% of students qualify for free lunch, which correlates to the 2010 US census of 29.8% of Whitley County residents living at the poverty level. 85.3% is notably higher than both the district average at 78.7 and the state's average of 55.4%.

(b) The census also reveals that 14.5% of residents 25 years and older hold a bachelor's degree or higher with 74% completing high school.

(c) According to Infinite Campus data and school records a significant number of students are being raised in one parent homes or by someone other than the parents.

(d) The state required Brigance Kindergarten Screener reports that 72% of children entering kindergarten does not meet criteria in the key developmental skills and are considered delayed in these areas:

- Fine-motor and Gross-motor
- Language

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- Academic/Cognitive
- Self-help and Social-emotional

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

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

To increase teacher effectiveness.

Measurable Objective 1:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/19/2017 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy1:

Principal Responsibilities - The Principal will demonstrate and apply the knowledge and responsibilities of the CEP and PGES.

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Category: Professional Learning & Support

Research Cited:

Activity - CEP Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2016	05/19/2017	\$0 - No Funding Required	District 50/50 Committee Teachers Bobby Gibbs

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with organizational tools to utilize and meet their observation/evaluation deadlines.	Policy and Process	08/08/2016	05/19/2017	\$0 - No Funding Required	District Office

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher evaluations will be analyzed to determine the number of teachers in the various levels and provide constructive feedback (Ineffective, Developing, Accomplished, and Exemplary) to improve overall teacher performance.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Bobby Gibbs

Measurable Objective 2:

collaborate to increase the effectiveness of our teachers by 05/19/2017 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy1:

Professional Growth and Effectiveness System - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Research Cited:

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	08/08/2016	05/19/2017	\$99 - Title II Part A	District Office and Administrators

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive updates and reviews to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	07/25/2016	09/09/2016	\$0 - No Funding Required	District Office and Principals

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Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will attend the district's New Teacher Academy periodically throughout the year to learn about district/state requirements and receive various instructional strategies, support and resources. An invitation will also be sent out to veteran teachers who wish to attend.	Professional Learning	07/25/2016	05/19/2017	\$0 - No Funding Required	District Office Principals New Teachers.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained teachers serving as peer observers will complete KET's Peer Observer Training Modules and review the Kentucky Framework for Teaching before observing colleagues. Peer observers will offer friendly, constructive, non-judgemental feedback to help improve instruction.	Professional Learning	08/08/2016	05/19/2017	\$0 - No Funding Required	Bobby Gibbs Peer Observers Teachers

Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set and monitor student growth goals as part of their evaluation. Annual updates and assistance will be provided to teachers to ensure goals are set based upon student data.	Professional Learning	08/08/2016	05/19/2017	\$0 - No Funding Required	Bobby Gibbs Teachers

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?

Family Resource Coordinator - Shirley Lawson

P.T.O. President - Rhonda Carr

S.B.D.M. Council Parent Members - Herb Petrey & Kenny Carr

District Special Education Director - Dr. Ralph Johnson

District's Family Nights Coordinators - Heather Stewart & Kim Creekmore

P.A.V.E. (Parents as Volunteer Educators) Coordinator - Stacy Sasko

Pleasant View Staff

District Newspaper Editor - Debbie Frazier

District Technology Chief Information Officer - Kevin Anderson

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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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: 3.57

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 3.43

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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: 3.83

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

	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 welcomes families to visit all classrooms.	Distinguished

	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 continues to score distinguished in Objective 4 Advocacy and Objective 6 Partnerships. Objectives 1 and 5: Relationship Building and Learning Opportunities remain unchanged and we show a slight increase in two areas: Objective 2 Communications and Objective 3 Decision Making.

We continue to fall at the distinguished level for Objective 4: Advocacy. Pleasant View has a small enrollment of 320+ 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 has solidified its procedures 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. Dr. Johnson, the district's special education director, ensures that teacher, parent and student voices are heard in order to provide appropriate services and support. 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.

Another distinguished area is Objective 6 Community Partnership, which measures the degree our staff engages and partners with community members to plan and implement substantive work to improve student achievement. Pleasant View's new facility prompted many new partnerships since its opening last year and the support systems continues to grow. Building relationships as described under objective one contributes to this high performance area. Our S.B.D.M. Council 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 P.T.O., 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 and has recently partnered with us involving the student teacher program. 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.

There was a slight growth in Objective 2 Communications and Objective 3 Decision Making. 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 makes monthly contributions. We have a digital roadside sign where brief messages are posted for all its stakeholders.

The parent S.B.D.M. Council members are actively involved in the encouragement of parent participation student achievement and school-
SY 2016-2017

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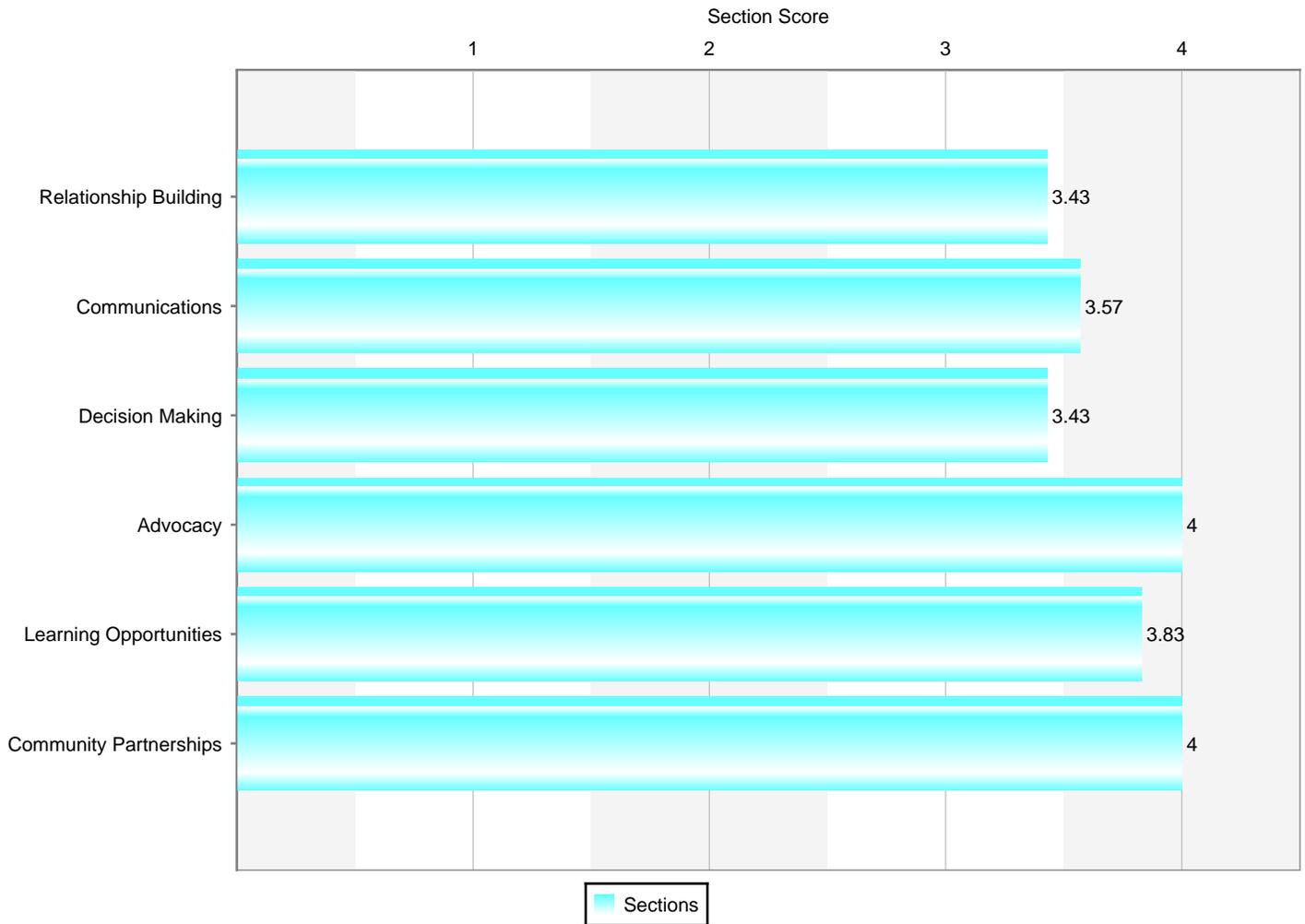
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wide decision making and effectively serve as parent liaisons. Several teachers utilize the computerized program Remind: a free, safe, and simple way teachers communicate with students and/or parents. Numerous flyers, letters and posters are utilized 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.) and the school's S.B.D.M. Council Policies. 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. Stakeholders are continuously invited and encouraged to participate in the process of the Comprehensive School Improvement Plan and monthly S.B.D.M. Council meetings. P.T.O. meetings have shown an increase in parent involvement this year and continues to grow. They are communicating with other parents via surveys, face to face and flyers. In effort to maximize stakeholders' voice we have created surveys for the purpose of gathering data that can be used for school improvement.

The school will continue to look for ways to increase Objective 1 Relationship Building and Objective 5 Learning Opportunities, which were both stable. The staff is currently creating displays in our new school to highlight exemplary work samples with rubrics designed to encourage higher achievement. We will continue to reach out to all parents in effort to encourage involvement and to share how a strong parent/school relationship affects their child's education throughout adulthood.

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, teachers, community, and business partners encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Parent members accept a leading role in communicating and eliciting involvement from non-members. These members receive training from district leaders that explains their roles and responsibilities according to school, district and state guidelines.

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 to is in accordance 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. Elected parents receive training from KDE explaining their roles and responsibilities. Records show that council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. Council has conducted at least one informal survey during open house concerning the improvement of student achievement this year.

Another group that elicits parent involvement is the school's PTO. Monthly meetings are held that allow parents to express ideas and opinions on how to make students' school experience more enjoyable and successful. Teachers and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities.

Our Family Resource Center (FRC) serves as a school liaison. A variety and notable amount of seminars are conducted for parent/guardians, which are hosted by community volunteers, professionals, and/or teachers. Home visits and phone calls are typical modes of contact. FRC sponsors several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held that address numerous topics about what is taking place in the school. Sign-in sheets document signatures of many community members and business partners in attendance.

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 communities. Two teacher members hold a Rank I Certification and the other is a non-tenured teacher. 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 and has over two years of teaching experience. These people served in leadership roles. They elicited parent involvement and offered guidance in procedures and data analysis. Committees were formed by teachers and stakeholders as they volunteered for one particular content area in order to focus their attention. Records show that 28 people were directly involved with the revisions of the 2016-2017 Comprehensive Improvement Plan.

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 in November 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 monthly meeting. The FRC Coordinator shared the plan with stakeholders during an advisory meeting in December. A copy is maintained in the school's library and office for viewing. All teachers and stakeholders have access to the plan through the district website. Though the plan was finalized in December, it continues to be a live document where revisions can be on-going throughout the year based upon need.

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?**

The critical question to be answered is what area(s) do we need to target in order to impact student achievement. Through an extensive review of assessment data we have determined 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. We did not meet our delivery target in the areas of math, social studies or writing. In the area of Reading, we met our delivery target this year with a score of 61.7. However, we still had 39.6% of our students that performed below the proficiency level. This data tells us that Reading is a significant strength with 60.4% of our students scoring proficient or above. The data shows that females outperformed males in Reading, Writing and Language Mechanics, however, males outperformed females in Social Studies and Math. Following the release of the K-PREP Assessment Results, Pleasant View staff and stakeholders analyzed and disaggregated test data on October 26, 2016 during a scheduled early release day. S.B.D.M. Council and PTO records show members were encouraged to attend and participate in the analysis process. Following a PowerPoint briefly displaying our growth 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 the others. Significant weaknesses, gaps and concerns were recorded and shared at October's S.B.D.M. Council meeting. The next round of analysis involved a similar process, but included additional analysis and comparisons to in-house universal assessments: MAP, STAR Reading, ITBS and KDE's Program Reviews. This data was shared with S.B.D.M. Council during the November meeting with the complete analysis on file. The council voted to extract Social Studies and Writing for the focus of improvement.

Based on the 2015-2016 K-PREP data Writing and Social Studies are the targeted areas for improvement. The analysis of Writing revealed 81.5% of Pleasant View students fell below the proficiency performance level. Writing has not shown notable improvement since 2011-2012. We did not meet the delivery target this year and 32.7 points is needed to meet next year's 2016-2017 delivery target of 51.5. We fall significantly below the district and state averages for the percent of students scoring proficient and above. For the last five years over 50% of our students have fell at the apprentice performance level. Data reveals female students scoring 50% higher than male students with a total score of 25.0 compared to males' 12.5. For the past few years the annual kindergarten Brigance Assessment discloses an average of 72% of students entering kindergarten lacking readiness skills, which affects the students' ability to reach and perform on grade level.

Pleasant View did not meet their delivery target for Social Studies. 44.4% of students fell below the proficient performance level. A total of 19.7 points will be needed to meet our target goal for 2016-2017. Data shows a significant difference between the male and female test scores. Only 27.3% of male students are below proficient performance level, while 60.9% of females are below proficient level. All categorical content skills: government/civics, cultures/societies, economics, geography, and historical perspectives are on track according to K-PREP data. Social Studies was chosen due to the drop in scores from 71.4 in 2014-2015 to 56.8 in 2015-2016. Based on teacher interviews, more supplemental materials are needed in conjunction with textbooks to increase student performance in Social Studies.

In the area of Math, 45.1% of all students scored below the proficient performance level. Third grade had 53.7% below proficient performance level, followed by fourth with 47.4% and fifth with 44.4%; Sixth grade had 75% scoring proficient or higher and 0% in the novice area. The district's universal Fall MAP Assessment shows all third through sixth grades are below their grade levels' average RIT scores; third is 5.4 points behind, fourth is only .9, fifth 10.4, and sixth is 10.6 points behind. All K-PREP content categorical skill: operations & algebraic thinking, base ten number & operations, fractions, measurement & data, and geometry are reported as on track, with the exception SY 2016-2017

of Number and Operations--Fractions at fifth grade level, needs improvement. An overall gender gap was identified with 54.5% more girls than boys scoring below the proficient performance level. Pleasant View lacked 3.1 points of meeting their target goal of 58.4, with a score of 55.3. This was a significant increase from 2014-2015 when Pleasant View scored 48.0.

Data for Reading shows 39.6 % of students fell below the proficient performance level. Sixth grade outscored all other grades in Reading with only 15% falling below proficient level, followed by third with 29.3%, fourth with 47.4% and fifth with the highest at 53.3%. Pleasant View met their Delivery Target for Reading. A total of 13.8 points were needed to meet the 2015-2016 Delivery Target of 61.5, Pleasant View scored 61.7. All K-PREP Reading skill categories: Key Ideas, Craft and Structure, Integration of Ideas and Vocabulary and Acquisition are reported as on track, with the exception of fifth grade needing improvement in Key Ideas and Integration of Ideas. The district's universal Fall MAP Assessment shows this particular group of fourth and fifth grade population, now fifth and sixth grade, still lags behind the average grade level RIT scores; fifth scored an average of 198, the average mean is 205.7 and sixth scored 203, the average mean is 211. This year's districts universal STAR Reading Assessment reports 86% of second graders scored at or below the grade equivalent of 1.9. At third grade 57% scored at or below the 2.9 grade equivalent. 61% at fourth grade scored at or below the grade equivalent of 3.9. At fifth grade 70% of students scored at or below 4.9 and sixth grade had 70% at or below 5.9 grade equivalent.

Language mechanics' data shows 47.4% fourth grade and 35% sixth grade fell below proficient performance level. Pleasant View has 43.1% of its students 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 11.7%.

Analyzing the data does not offer suggestions to address weaknesses. It does not break the data down by homerooms, which makes it difficult to identify specific instructional gaps.

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 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 what is going on at the school. It is school policy that three formal parent conferences be conducted and that teachers maintain a parent contact log. Teachers contact at least one parent each day via email, phone, a note, or in person. Several 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. Teachers send home weekly planners describing the objectives and goals for their students. The school communicates to its stakeholders through the use of the District Education Newspaper, which has a circulation of over 9,000 and through the district's radio station and also hosts monthly PTO meeting and family reading and math nights.

Another area of strength shown by the TELL KY 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 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. Pleasant View's most notable academic strength is Reading. According to the K-Prep data we scored 61.7 in NAPD Calculations. Though this was 4.2 points below the district, it was 5.7 above the state average. 60.4% of students scored proficient and above and all categorical content skills: Key Ideas, Craft and Structure, Integration of Ideas and Vocabulary and Acquisition are reported on track, with the exception of fifth grade needing improvement on Key Ideas and Integration of Ideas. Students are supported in gaining Reading skills through programs such as Save the Children, Literacy Design Collaborative (LDC), Comprehensive Intervention Model (CIM) and Reading Recovery. Technology is integrated into the curriculum on a daily basis including; iPads, laptops, interactive projectors, Chromebooks and iMac computers.

Opportunities for Improvement

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

Writing is one of our targeted areas for improvement. The analysis of Writing revealed 81.5% of Pleasant View students fell below the proficient performance level. Writing has not shown notable improvement since 2011-2012. We did not meet the delivery target this year and 32.7 points are needed to meet the 2016-2017 delivery target of 51.5. We fall significantly below the district and state averages for the percent of students scoring proficient and above. For the last five years over 50% of our students have fell at the apprentice performance level. Data reveals females scored higher than males with a total score of 25.0 compared to males' 12.5. For the past three years the annual kindergarten Brigance Assessment shows over 60% of children enter school lacking readiness skills, which contributes to students struggling to reach and perform at grade level. To address this deficiency, the district writing coach will schedule regular visits to the school to provide a variety of learning opportunities for teachers and students. She will attend teachers' PLC meetings, demonstrate writing strategies in the classroom and conduct training sessions after school. Teachers will also include writing analysis as part of their PLCs where student samples are discussed. We will conduct at least two writing scrimmages that mirror the state assessment and the results will be analyzed for strengths and weaknesses along with curricular gaps.

Social Studies is our second targeted area for improvement. 44.4% of students fell below the proficient performance level. A total of 19.7 points will be needed to meet the target goal for 2016-2017. Data shows a significant difference between the male and female test scores. Only 27.3% of male students fell below the proficient performance level, while 60.9% of females fell below the proficient level. All categorical content skills: government/civics, cultures/societies, economics, geography, and historical perspectives are on track according to K--PREP data. Social Studies was chosen due to the drop in scores from 71.4 in 2014-2015 to 56.8 in 2015-2016. Based on teacher interviews, more supplemental materials are needed in conjunction with textbooks to increase student performance. Teachers will increase the use of technology so students can be actively exposed to world events, both current and past. Smart boards and Chromebooks will be used for virtual field trips and Skyping. Students will engage and learn through hands-on activities such as mock elections, crafts, skits, student demonstrations and guest speakers.

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 objectives. We are a School of Distinction, 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 as a communication tool among teachers and stakeholders. We have chosen to put emphasis on areas of Writing and Social Studies 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 154th in the state with an overall score of 77.3 placing us at the Distinguished/Progressing performance level, however, more that one data source reveals writing and social studies have significant areas of concern. Putting more emphasis on writing and extra assistance from District Writing Coach will be primary factors for improvement. Use of more technology will help improve social studies' scores by allowing more access to the world and its past and current events. 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' visits to coincide with their child's point of academic difficulty.

2016 - 2017 Goals and Plans

Overview

Plan Name

2016 - 2017 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 as well as allocates school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.

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 58.5% to 75% in 2019.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$37500
2	To increase parent/guardian support that contributes to their child's success from 44% to 50% as evidenced by the 2017 TELL Survey.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$1300
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 56.2% in 2016 to 74.3% in 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
4	To increase learning opportunities for both teachers and students in the areas of Visual Performing Arts and Practical Living/Career Studies.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$300
5	To increase teacher effectiveness.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$99
6	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$245812
7	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$6112
8	To increase the percent of children being kindergarten ready from 28% to 38% as measured by the Brigance Early Childhood Assessment.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$40000
9	To decrease the percentage of students scoring novice in on-demand writing from 23% to 20% and increase the percentage of proficient and distinguished from 19% to 25%.	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 58.5% to 75% in 2019.

Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 58.5% to 65% by 06/30/2017 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 summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/23/2016	08/30/2017	\$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

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The principal will lead teachers in an analysis of students' applicable universal assessment results (STAR, MAP, STAR Early Literacy, K-PREP) 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.	Policy and Process	08/08/2016	06/16/2017	\$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, which both provide remedial and enrichment activities.	Academic Support Program	05/23/2016	08/30/2017	\$37000	Grant Funds	Patty Centers Ashley Cureton 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	08/08/2016	08/30/2017	\$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	08/08/2016	08/31/2017	\$0	No Funding Required	All teachers Bobby Gibbs Patrick Bowlin
Activity - LDC & MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement two LDC (Literacy Design Collaborative) modules and two MDC (Math Design Collaborative) modules. Classroom folders will be maintained in the classroom of student products and activities.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	All Teachers Heather Stewart Kim Creekmore Christey Frazier Michelle Helton
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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.

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 serve as presenters at the district's annual grade level academies.	Policy and Process	05/23/2016	08/18/2017	\$0	No Funding Required	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart

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	06/06/2016	08/07/2017	\$0	No Funding Required	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs All Teachers

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).

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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	08/08/2016	05/30/2017	\$0	No Funding Required	All staff

Goal 2: To increase parent/guardian support that contributes to their child's success from 44% to 50% as evidenced by the 2017 TELL Survey.

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.

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. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students.	Parent Involvement	08/01/2016	05/19/2017	\$0	No Funding Required	Staff P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council P.T.O.

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	08/01/2016	05/19/2017	\$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	08/01/2016	05/19/2017	\$300	General Fund	All certified staff members Bobby Gibbs
Activity - School Web Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist maintain the school web page to more effectively communicate information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide training for teachers upon request on how to create and maintain a classroom webpage.	Community Engagement	08/01/2016	05/19/2017	\$0	No Funding Required	All certified staff members District technology department Richard Frazier, School Media Specialist
Activity - Student Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents can monitor their child's progress in real time when they request a personal access code to Infinite Campus where teachers post grades in a timely manner.	Parent Involvement	08/08/2016	05/19/2017	\$0	No Funding Required	All teachers Tiffany Casper - School Attendance Clerk
Activity - Teacher Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, Remind, or misconducts. Logs are monitored by the principal.	Parent Involvement	08/08/2016	05/19/2017	\$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 night, and family fitness nights. These events will serve as an opportunity to develop teacher and parent/student relationships.	Community Engagement	08/08/2016	05/19/2017	\$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

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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	08/08/2016	05/19/2017	\$0	No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett
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Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 56.2% in 2016 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 56.2% to 64% by 06/30/2017 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
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 includes: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/08/2016	05/19/2017	\$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
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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, 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	08/08/2016	06/16/2017	\$500	District Funding	Sue Jones Virgie Howard Kevin Anderson (technology chief) Patty Centers Ashley Cureton
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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	08/08/2016	06/16/2017	\$0	No Funding Required	All teachers All instructional aides

Goal 4: To increase learning opportunities for both teachers and students in the areas of Visual Performing Arts and Practical Living/Career Studies.

Measurable Objective 1:

collaborate to to ensure natural integration of Visual Performing Arts and Practical Living/Career Study components across the curriculum. by 05/19/2017 as measured by 2016-2017 KDE Review Rubrics, student products, lesson plans and the final analysis of the Program Review Work Plan.

Strategy 1:

Consortium - People working together between grade levels and schools will improve instruction and increase the number of resources.

Category: Professional Learning & Support

Activity - District Wide Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Teachers of Practical Living and Visual Performing Arts will come together for three days at the beginning of each year to share ideas, align the curriculum to the KY Academic Standards for the Arts, and create lesson plans/activities that supports dance, media arts, music, and visual performing arts for all students across grade levels.	Professional Learning	08/08/2016	05/19/2017	\$0	No Funding Required	Teachers Shane Gibson-Visual & Performing Arts Teacher Richard Frazier-Practical Living Teacher Bobby Gibbs-Principal Paula Rickett-Instructional Supervisor Kim Creekmore- PD Coordinator
Activity - Artistic Student Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host events that require live performances from students.This may include puppetry, dance, public speaking, skits, plays, storytelling, and/or mime. Events may will also be held that showcase student productions.	Community Engagement	08/08/2016	05/19/2017	\$0	Other	Teachers PTO Bobby Gibbs
Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guest speakers and programs will be invited to extend classroom instruction in the visual and performing arts curriculum.	Community Engagement	08/08/2016	05/19/2017	\$300	FRYSC	Shirley Lawson Bobby Gibbs Teachers
Activity - Economic Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize resources provided by Eastern Kentucky University Center for Economics and the Federal Reserve Educational resources to supplement consumerism instruction in grades K-6.	Academic Support Program	08/08/2016	05/19/2017	\$0	No Funding Required	Teachers
Activity - Family Fitness Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host at least four family fitness nights where students and their parents participate in guided exercises and activities and are also provided with health information, food preparation/demonstrations and resources to encourage and extend healthy living.	Community Engagement	08/08/2016	05/19/2017	\$0	No Funding Required	Shane Gibson Bobby Gibbs Teachers 4-H Extension Office

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Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
S.B.D.M.Council's Wellness Policy describes the school's commitment in educating and promoting healthy living. Students will be formally assessed in physical education three times a year in the areas of cardio vascular strength, stretching and muscular endurance. Students will receive 90 minutes of vigorous physical activity each week. Nutritional standards required by federal and state laws are applied to all foods and beverages available during the day.	Policy and Process	08/08/2016	05/19/2017	\$0	No Funding Required	Bobby Gibbs Shane Gibson Sharon Foley- Food Service

Goal 5: To increase teacher effectiveness.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 05/19/2017 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy 1:

Professional Growth and Effectiveness System - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained teachers serving as peer observers will complete KET's Peer Observer Training Modules and review the Kentucky Framework for Teaching before observing colleagues. Peer observers will offer friendly, constructive, non-judgemental feedback to help improve instruction.	Professional Learning	08/08/2016	05/19/2017	\$0	No Funding Required	Bobby Gibbs Peer Observers Teachers

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	08/08/2016	05/19/2017	\$99	Title II Part A	District Office and Administrator s

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy periodically throughout the year to learn about district/state requirements and receive various instructional strategies, support and resources. An invitation will also be sent out to veteran teachers who wish to attend.	Professional Learning	07/25/2016	05/19/2017	\$0	No Funding Required	District Office Principals New Teachers.

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Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive updates and reviews to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	07/25/2016	09/09/2016	\$0	No Funding Required	District Office and Principals
Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set and monitor student growth goals as part of their evaluation. Annual updates and assistance will be provided to teachers to ensure goals are set based upon student data.	Professional Learning	08/08/2016	05/19/2017	\$0	No Funding Required	Bobby Gibbs Teachers

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/19/2017 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy 1:

Principal Responsibilities - The Principal will demonstrate and apply the knowledge and responsibilities of the CEP and PGES.

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize and meet their observation/evaluation deadlines.	Policy and Process	08/08/2016	05/19/2017	\$0	No Funding Required	District Office
Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher evaluations will be analyzed to determine the number of teachers in the various levels and provide constructive feedback (Ineffective, Developing, Accomplished, and Exemplary) to improve overall teacher performance.	Professional Learning	09/05/2016	05/19/2017	\$0	No Funding Required	Bobby Gibbs
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2016	05/19/2017	\$0	No Funding Required	District 50/50 Committee Teachers Bobby Gibbs

Goal 6: 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 06/01/2017 as measured by the School Report Card.

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Strategy 1:

Extended Learning - Students may 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	08/15/2016	05/30/2017	\$4000	Grant Funds	All certified staff

Strategy 2:

Literacy Supports - Teachers will use the available literacy supports to increase student achievement.

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 assists parents in helping their children up to three years of age at home to develop concepts of print and language skills throughout the year.	Academic Support Program	08/15/2016	08/08/2017	\$180000	Grant Funds	All teachers Ashley Cureton Heather Stewart Patty Centers

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	08/15/2016	05/30/2017	\$3000	Grant Funds	All teachers Richard Frazier Save the Children Staff Bobby Gibbs Brenda Lawson

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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks, Epic and other various approved programs.	Technology	08/15/2016	05/30/2017	\$5112	Grant Funds, Other	All teachers Brenda Lawson Kevin Anderson

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement at least two Literacy Design Modules, which is a teacher-created instructional design system that transforms educator practice through the use of online tools and resources that facilitates collaboration, content development, and professional learning to effectively implement College and Career Readiness Standards.	Academic Support Program	08/08/2016	06/16/2017	\$0	Grant Funds	All teachers Christey Frazier Michelle Helton

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
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	08/15/2016	06/16/2017	\$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 MAP 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 analysis will guide intervention decisions. Students who do not meet their ROI may be referred for further evaluation.	Academic Support Program	08/15/2016	06/16/2017	\$0	No Funding Required	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute

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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 to provide additional reading support for at-risk students.	Academic Support Program	08/15/2016	06/16/2017	\$0	No Funding Required	Classroom Teachers, Principal, District Reading Coach Heather Stewart

Strategy 4:

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

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources.

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	08/15/2016	05/30/2017	\$0	No Funding Required	All teachers

Strategy 5:

Assessments - Universal screeners, formative and summative assessments will be administered to help guide classroom instruction and to gauge student progress.

Kindergarten students will also be assessed at school entry with the required Brigance statewide screener.

Category: Continuous Improvement

Research Cited: The defining characteristic of formative assessment is its interactive or cyclical nature (Sadler, 1988). Formative assessment can result in significant learning gains but only when the assessment results are used to inform the instructional and learning process (Black & William, 1998).

Activity - Universal Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be administered the MAP Assessment three times per year, which 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 will take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/15/2016	05/30/2017	\$5000	District Funding	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart Kim Creekmore

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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. These classifications confirm that children can read grade level material independently.	Policy and Process	08/15/2016	06/16/2017	\$200	Other	Marilyn Shelby Amanda Hubbard Marie Carr Teresa McFarland Brenda Lawson Laura Davenport

Strategy 6:

Professional Learning - Teachers will continue to receive updated training in research based strategies, which will increase student achievement.

Category: Continuous Improvement

Research Cited: The preferred approach holds that for teacher learning to truly matter, it needs to take place in a more active and coherent intellectual environment—one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made. This vision holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

Activity - Continuous Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators will be given the opportunity to participate in professional learning designed to meet various needs as seen at the district level professional development academies, flyers and emails of training outside the district.	Professional Learning	07/25/2016	08/08/2017	\$500	General Fund, District Funding	Paula Rickett Kim Creekmore Heather Stewart All staff members

Activity - Monitoring Effectiveness	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.	Policy and Process	08/08/2016	06/16/2017	\$0	No Funding Required	Principals SBDM Council District Administrator s

Goal 7: The percentage of students scoring novice in math will decrease by 50% by 2020.

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Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/01/2017 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	08/08/2016	06/16/2017	\$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	08/08/2016	06/16/2017	\$5112	Grant Funds, Other	All teachers Kevin Anderson Brenda Lawson Richard Frazier

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on continuous analysis of students' formative/summative and universal assessments, teachers may refer students to the math interventionist in grades K-3. Homeroom 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 student progress will guide the intervention.	Policy and Process	08/08/2016	06/16/2017	\$0	No Funding Required	All teachers Kim Creekmore Jenny Chute

Strategy 2:

Parent Involvement - Parent/stakeholder involvement increases student motivation and achievement.

Category: Stakeholder Engagement

SY 2016-2017

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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 will be offered along with snacks and prizes.	Community Engagement	08/08/2016	06/16/2017	\$1000	District Funding	Jenny Chute Kim Creekmore

Strategy 3:

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	07/01/2016	06/30/2017	\$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
The principal will complete an annual Highly Qualified Report.	Policy and Process	08/01/2016	06/30/2017	\$0	No Funding Required	Bobby Gibbs

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	07/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett Kim Creekmore Bobby Gibbs

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	07/16/2016	06/30/2017	\$0	No Funding Required	Bobby Gibbs SBDM Council District Administrators

Goal 8: To increase the percent of children being kindergarten ready from 28% to 38% as measured by the Brigance Early Childhood Assessment.

Measurable Objective 1:

A 10% 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 .

Strategy 1:

Preschool Assessments - Informal assessment and 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	08/15/2016	10/31/2016	\$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 will be 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	04/03/2017	05/30/2017	\$0	No Funding Required	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison Preschool teachers

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Preschool and kindergarten 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	07/25/2016	09/01/2017	\$0	No Funding Required	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers
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Strategy 2:

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)

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 for the calendar 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	08/08/2016	05/19/2017	\$40000	Grant Funds	Save the Children Staff Heather Stewart

Activity - Family Resource Seminars	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	07/25/2016	07/28/2017	\$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	08/08/2016	05/19/2017	\$0	No Funding Required	Shirley Lawson All teachers

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Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The family resource coordinator, staff, and Bell-Whitley liaison will inquire of families with young children to encourage their participation. Preschool will set up a booth to promote the program during Pleasant View's open-house.	Parent Involvement	08/01/2016	05/19/2017	\$0	Other	Shirley Lawson Staff Bell-Whitley Bobby Gibbs

Goal 9: To decrease the percentage of students scoring novice in on-demand writing from 23% to 20% and increase the percentage of proficient and distinguished from 19% to 25%.

Measurable Objective 1:

10% of Fifth grade students will increase student growth in producing a well organized, detailed and focused piece in Writing by 05/19/2017 as measured by 2017 K-Prep on-demand writing assessment.

Strategy 1:

Writing Across the Curriculum - Writing is an integral part of state assessment and will be an integral part of our curriculum. Writing will be utilized as a form of assessment and/or learning on a daily basis.

Category: Continuous Improvement

Research Cited: Gere, Anne Ruggles, Ed. Roots in the Sawdust: Writing To Learn Across the Discipline. Urbana, IL: National Council of Teachers of English, 1985. [ED 262 419]

Activity - District Writing Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the district writing coach during on-site visits and training. Student work samples will be analyzed during PLCs to identify instructional weaknesses and to guide instruction.	Professional Learning	08/08/2016	05/19/2017	\$0	No Funding Required	All certified teachers District Writing Specialist Laurel Bowlin

Activity - Literacy Design Collaborative (LDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize LDC's framework to improve writing instruction across all disciplines. LDC is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness. It provides lessons and instructions on how to use writing as a learning tool and also as an assessment tool. Teachers will implement at least one LDC module per semester.	Professional Learning	08/08/2016	05/19/2017	\$0	No Funding Required	All teachers District Reading Coach-Heather Stewart LDC school leader-Michelle Helton Bobby Gibbs
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Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will abide by the district's writing policy approved by the S.B.D.M. Council. It describes the various types of writings and requirements at each grade level. It also describes how student writing folders will be monitored.	Policy and Process	08/08/2016	05/19/2017	\$0	No Funding Required	All teachers Laurel Bowlin- Writing Coach S.B.D.M. Council

Strategy 2:

Effective Feedback - Teachers will provide timely, effective feedback to students via verbal responses, written annotations, conferencing, examples, and models.

Opportunities for peer evaluation will also be a frequent method of feedback in writing.

Category: Continuous Improvement

Research Cited: Kluger and DeNisi (1996) did a meta-analysis (a quantitative summary of results) of studies of feedback. Their overall finding was that the average effect of feedback intervention on performance was .41. This means that across all the studies, groups receiving feedback on average outperformed their respective control groups by .41 standard deviations—the equivalent of moving from the 50th to the 66th percentile on a standardized test.

Activity - Focused Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with timely, effective feedback that influences their academic growth. Conferences will focus on specific points that will move the writer forward and not just the writing piece. Rubrics will be used to let the student know what needs to be done in order to improve his/her writing. Teachers will model what an effective peer conference looks like.	Direct Instruction	08/08/2016	05/19/2017	\$0	No Funding Required	All teachers Students

Activity - In-House Scrimmage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Because writing to communicate is such an integral part of the state assessment students in grades 3-6 will participate in writing scrimmages twice per semester. Teachers will select writing prompts from previous K-Prep reading and/or writing released items. On-demand, short answer and/or extended responses will mirror the format and time constraints as demanded by the state assessment. Student products will be blind scored by someone other than the homeroom teacher using the state's appropriate scoring guide and/or annotated student responses. Teachers will become more knowledgeable of state expectations and identify instructional weaknesses and gaps as they analyze and share the results in teacher meetings and PLCs.	Direct Instruction	08/08/2016	05/19/2017	\$0	No Funding Required	All teachers Bobby Gibbs Laurel Bowlin
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	08/08/2016	05/19/2017	\$99	District Office and Administrators
Total					\$99	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Assessments	All students will be administered the MAP Assessment three times per year, which 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 will take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/15/2016	05/30/2017	\$5000	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart Kim Creekmore
Family Math Night	The school will host family math nights to increase parent involvement and student achievement. Fun and challenging activities will be offered along with snacks and prizes.	Community Engagement	08/08/2016	06/16/2017	\$1000	Jenny Chute Kim Creekmore
Continuous Learning	Principals, teachers and para-educators will be given the opportunity to participate in professional learning designed to meet various needs as seen at the district level professional development academies, flyers and emails of training outside the district.	Professional Learning	07/25/2016	08/08/2017	\$300	Paula Rickett Kim Creekmore Heather Stewart All staff members

Comprehensive School Improvement Plan

Pleasant View Elementary School

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, 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	08/08/2016	06/16/2017	\$500	Sue Jones Virgie Howard Kevin Anderson (technology chief) Patty Centers Ashley Cureton
Total					\$6800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	08/31/2017	\$0	All teachers Bobby Gibbs Patrick Bowlin
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2016	05/19/2017	\$0	District 50/50 Committee Teachers Bobby Gibbs
LDC & MDC	Teachers will implement two LDC (Literacy Design Collaborative) modules and two MDC (Math Design Collaborative) modules. Classroom folders will be maintained in the classroom of student products and activities.	Academic Support Program	08/08/2016	06/16/2017	\$0	All Teachers Heather Stewart Kim Creekmore Christey Frazier Michelle Helton
Journey's Literacy Tool Kit	Teachers will use the Journeys Literacy Tool Kit to provide additional reading support for at-risk students.	Academic Support Program	08/15/2016	06/16/2017	\$0	Classroom Teachers, Principal, District Reading Coach Heather Stewart

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Highly Qualified Report	The principal will complete an annual Highly Qualified Report.	Policy and Process	08/01/2016	06/30/2017	\$0	Bobby Gibbs
Communications	The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	08/01/2016	05/19/2017	\$0	Bobby Gibbs, Principal
Focused Feedback	Teachers will provide students with timely, effective feedback that influences their academic growth. Conferences will focus on specific points that will move the writer forward and not just the writing piece. Rubrics will be used to let the student know what needs to be done in order to improve his/her writing. Teachers will model what an effective peer conference looks like.	Direct Instruction	08/08/2016	05/19/2017	\$0	All teachers Students
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	07/01/2016	06/30/2017	\$0	Paula Rickett Kim Creekmore Bobby Gibbs
Writing Policy	Teachers will abide by the district's writing policy approved by the S.B.D.M. Council. It describes the various types of writings and requirements at each grade level. It also describes how student writing folders will be monitored.	Policy and Process	08/08/2016	05/19/2017	\$0	All teachers Laurel Bowlin- Writing Coach S.B.D.M. Council
Literacy Design Collaborative (LDC)	Teachers will utilize LDC's framework to improve writing instruction across all disciplines. LDC is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness. It provides lessons and instructions on how to use writing as a learning tool and also as an assessment tool. Teachers will implement at least one LDC module per semester.	Professional Learning	08/08/2016	05/19/2017	\$0	All teachers District Reading Coach- Heather Stewart LDC school leader- Michelle Helton Bobby Gibbs
PLC	Preschool and kindergarten 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	07/25/2016	09/01/2017	\$0	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers
Economic Education	Teachers will utilize resources provided by Eastern Kentucky University Center for Economics and the Federal Reserve Educational resources to supplement consumerism instruction in grades K-6.	Academic Support Program	08/08/2016	05/19/2017	\$0	Teachers

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District Wide Academies	All Teachers of Practical Living and Visual Performing Arts will come together for three days at the beginning of each year to share ideas, align the curriculum to the KY Academic Standards for the Arts, and create lesson plans/activities that supports dance, media arts, music, and visual performing arts for all students across grade levels.	Professional Learning	08/08/2016	05/19/2017	\$0	Teachers Shane Gibson-Visual & Performing Arts Teacher Richard Frazier-Practical Living Teacher Bobby Gibbs-Principal Paula Rickett-Instructional Supervisor Kim Creekmore-PD Coordinator
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	08/08/2016	05/19/2017	\$0	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett
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. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students.	Parent Involvement	08/01/2016	05/19/2017	\$0	Staff P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council P.T.O.
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 serve as presenters at the district's annual grade level academies.	Policy and Process	05/23/2016	08/18/2017	\$0	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart
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	06/06/2016	08/07/2017	\$0	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs All Teachers

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District Writing Coach	Teachers will collaborate with the district writing coach during on-site visits and training. Student work samples will be analyzed during PLCs to identify instructional weaknesses and to guide instruction.	Professional Learning	08/08/2016	05/19/2017	\$0	All certified teachers District Writing Specialist Laurel Bowlin
Brigance Screener	Students entering kindergarten will be assessed with the Brigance Early Childhood Screens III Assessment.	Academic Support Program	08/15/2016	10/31/2016	\$0	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs
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 summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/23/2016	08/30/2017	\$0	All teachers and at least one from each grade level will represent Pleasant View at the annual district level curriculum alignment.
Data Analysis	The principal will lead teachers in an analysis of students' applicable universal assessment results (STAR, MAP, STAR Early Literacy, K-PREP) 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.	Policy and Process	08/08/2016	06/16/2017	\$0	All certified staff SBDM Council Bobby Gibbs Heather Stewart Kim Creekmore
Student Portal	Parents can monitor their child's progress in real time when they request a personal access code to Infinite Campus where teachers post grades in a timely manner.	Parent Involvement	08/08/2016	05/19/2017	\$0	All teachers Tiffany Casper - School Attendance Clerk
Interventions	Based on continuous analysis of students' formative/summative and universal assessments, teachers may refer students to the math interventionist in grades K-3. Homeroom 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 student progress will guide the intervention.	Policy and Process	08/08/2016	06/16/2017	\$0	All teachers Kim Creekmore Jenny Chute

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Peer Observations	Trained teachers serving as peer observers will complete KET's Peer Observer Training Modules and review the Kentucky Framework for Teaching before observing colleagues. Peer observers will offer friendly, constructive, non-judgemental feedback to help improve instruction.	Professional Learning	08/08/2016	05/19/2017	\$0	Bobby Gibbs Peer Observers Teachers
School Web Page	The media specialist maintain the school web page to more effectively communicate information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide training for teachers upon request on how to create and maintain a classroom webpage.	Community Engagement	08/01/2016	05/19/2017	\$0	All certified staff members District technology department Richard Frazier, School Media Specialist
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	08/15/2016	05/30/2017	\$0	All teachers
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	08/08/2016	06/16/2017	\$0	All teachers All instructional aides
Enduring Skills and Student Growth Professional Learning	Teachers will set and monitor student growth goals as part of their evaluation. Annual updates and assistance will be provided to teachers to ensure goals are set based upon student data.	Professional Learning	08/08/2016	05/19/2017	\$0	Bobby Gibbs Teachers
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	08/08/2016	05/30/2017	\$0	All staff
Transistion Meeting	Each year preschool parents and children will be 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	04/03/2017	05/30/2017	\$0	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison Preschool teachers
RTI	Students who score significantly below grade level in reading on the universal assessments MAP 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 analysis will guide intervention decisions. Students who do not meet their ROI may be referred for further evaluation.	Academic Support Program	08/15/2016	06/16/2017	\$0	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute

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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 includes: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/08/2016	05/19/2017	\$0	All certified staff Donna Stephens Shirley Lawson FRYSC Teresa McFarland Marie Carr Jenny Chute Ashley Cureton
In-House Scrimmage	Because writing to communicate is such an integral part of the state assessment students in grades 3-6 will participate in writing scrimmages twice per semester. Teachers will select writing prompts from previous K-Prep reading and/or writing released items. On-demand, short answer and/or extended responses will mirror the format and time constraints as demanded by the state assessment. Student products will be blind scored by someone other than the homeroom teacher using the state's appropriate scoring guide and/or annotated student responses. Teachers will become more knowledgeable of state expectations and identify instructional weaknesses and gaps as they analyze and share the results in teacher meetings and PLCs.	Direct Instruction	08/08/2016	05/19/2017	\$0	All teachers Bobby Gibbs Laurel Bowlin
Family Resource Seminars	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	07/25/2016	07/28/2017	\$0	Shirley Lawson Bobby Gibbs
Monitoring Effectiveness	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Policy and Process	08/08/2016	06/16/2017	\$0	Principals SBDM Council District Administrators
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy periodically throughout the year to learn about district/state requirements and receive various instructional strategies, support and resources. An invitation will also be sent out to veteran teachers who wish to attend.	Professional Learning	07/25/2016	05/19/2017	\$0	District Office Principals New Teachers.

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Wellness Policy	S.B.D.M.Council's Wellness Policy describes the school's commitment in educating and promoting healthy living. Students will be formally assessed in physical education three times a year in the areas of cardio vascular strength, stretching and muscular endurance. Students will receive 90 minutes of vigorous physical activity each week. Nutritional standards required by federal and state laws are applied to all foods and beverages available during the day.	Policy and Process	08/08/2016	05/19/2017	\$0	Bobby Gibbs Shane Gibson Sharon Foley- Food Service
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize and meet their observation/evaluation deadlines.	Policy and Process	08/08/2016	05/19/2017	\$0	District Office
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	07/16/2016	06/30/2017	\$0	Bobby Gibbs SBDM Council District Administrators
Teacher Log	Teachers maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, Remind, or misconducts. Logs are monitored by the principal.	Parent Involvement	08/08/2016	05/19/2017	\$0	Certified staff Principal Bobby Gibbs
Certified Evaluation Plan Orientation	All staff will receive updates and reviews to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	07/25/2016	09/09/2016	\$0	District Office and Principals
Data Analysis-Teacher Evaluations	Teacher evaluations will be analyzed to determine the number of teachers in the various levels and provide constructive feedback (Ineffective, Developing, Accomplished, and Exemplary) to improve overall teacher performance.	Professional Learning	09/05/2016	05/19/2017	\$0	Bobby Gibbs
Family Fitness Nights	The school will host at least four family fitness nights where students and their parents participate in guided exercises and activities and are also provided with health information, food preparation/demonstrations and resources to encourage and extend healthy living.	Community Engagement	08/08/2016	05/19/2017	\$0	Shane Gibson Bobby Gibbs Teachers 4-H Extension Office
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	08/08/2016	05/19/2017	\$0	Shirley Lawson All teachers
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	08/08/2016	06/16/2017	\$0	All teachers Kim Creekmore Jenny Chute

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Highly Qualified Status	Principals, SBDM Council and district level administrators will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, District Administration and SBDM Council
Total					\$0	

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 night, and family fitness nights. These events will serve as an opportunity to develop teacher and parent/student relationships.	Community Engagement	08/08/2016	05/19/2017	\$1000	Certified staff Coaches P.A.V.E. members PTO
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Students will utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks, Epic and other various approved programs.	Technology	08/15/2016	05/30/2017	\$3240	All teachers Brenda Lawson Kevin Anderson
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	08/08/2016	08/30/2017	\$500	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson

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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. These classifications confirm that children can read grade level material independently.	Policy and Process	08/15/2016	06/16/2017	\$200	Marilyn Shelby Amanda Hubbard Marie Carr Teresa McFarland Brenda Lawson Laura Davenport
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	08/08/2016	06/16/2017	\$3240	All teachers Kevin Anderson Brenda Lawson Richard Frazier
Artistic Student Performances	The school will host events that require live performances from students. This may include puppetry, dance, public speaking, skits, plays, storytelling, and/or mime. Events may also be held that showcase student productions.	Community Engagement	08/08/2016	05/19/2017	\$0	Teachers PTO Bobby Gibbs
Recruitment	The family resource coordinator, staff, and Bell-Whitley liaison will inquire of families with young children to encourage their participation. Preschool will set up a booth to promote the program during Pleasant View's open-house.	Parent Involvement	08/01/2016	05/19/2017	\$0	Shirley Lawson Staff Bell-Whitley Bobby Gibbs
Total					\$7180	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guest Speakers	Guest speakers and programs will be invited to extend classroom instruction in the visual and performing arts curriculum.	Community Engagement	08/08/2016	05/19/2017	\$300	Shirley Lawson Bobby Gibbs Teachers
Total					\$300	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

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LDC	All teachers will implement at least two Literacy Design Modules, which is a teacher-created instructional design system that transforms educator practice through the use of online tools and resources that facilitates collaboration, content development, and professional learning to effectively implement College and Career Readiness Standards.	Academic Support Program	08/08/2016	06/16/2017	\$0	All teachers Christey Frazier Michelle Helton
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	08/15/2016	05/30/2017	\$3000	All teachers Richard Frazier Save the Children Staff Bobby Gibbs Brenda Lawson
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	08/15/2016	06/16/2017	\$48000	Teresa McFarland Bobby Gibbs K-3 Teachers
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	08/08/2016	06/16/2017	\$1872	All teachers Kevin Anderson Brenda Lawson Richard Frazier
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 throughout the year.	Academic Support Program	08/15/2016	08/08/2017	\$180000	All teachers Ashley Cureton Heather Stewart Patty Centers
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, which both provide remedial and enrichment activities.	Academic Support Program	05/23/2016	08/30/2017	\$37000	Patty Centers Ashley Cureton Heather Stewart

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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 for the calendar 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	08/08/2016	05/19/2017	\$40000	Save the Children Staff Heather Stewart
Technology	Students will utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks, Epic and other various approved programs.	Technology	08/15/2016	05/30/2017	\$1872	All teachers Brenda Lawson Kevin Anderson
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	08/15/2016	05/30/2017	\$4000	All certified staff
Total					\$315744	

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	08/01/2016	05/19/2017	\$300	All certified staff members Bobby Gibbs
Continuous Learning	Principals, teachers and para-educators will be given the opportunity to participate in professional learning designed to meet various needs as seen at the district level professional development academies, flyers and emails of training outside the district.	Professional Learning	07/25/2016	08/08/2017	\$200	Paula Rickett Kim Creekmore Heather Stewart All staff members
Total					\$500	

Phase II - KDE Assurances - Schools

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		

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		

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

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	S.B.D.M. Council's Hiring Policy describes the process in which new teachers are hired.	

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		

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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		

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		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

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		

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		

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		

Comprehensive School Improvement Plan

Pleasant View Elementary School

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	All paraprofessionals are highly qualified.	

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		

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	S.B.D.M. Council Policies includes a Title I Parent Involvement Policy and Title I Parent Compact.	

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		

Comprehensive School Improvement Plan

Pleasant View Elementary School

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	http://www.whitley.k12.ky.us/	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	This has never been needed.	

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		

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		

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		

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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		

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		

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 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 that contributes to their child's success from 44% to 50% as evidenced by the 2017 TELL Survey.

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 - Student Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents can monitor their child's progress in real time when they request a personal access code to Infinite Campus where teachers post grades in a timely manner.	Parent Involvement	08/08/2016	05/19/2017	\$0 - No Funding Required	All teachers Tiffany Casper - School Attendance Clerk

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	08/01/2016	05/19/2017	\$300 - General Fund	All certified staff members Bobby Gibbs

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 night, and family fitness nights. These events will serve as an opportunity to develop teacher and parent/student relationships.	Community Engagement	08/08/2016	05/19/2017	\$1000 - Title I Part A	Certified staff Coaches P.A.V.E. members PTO

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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. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students.	Parent Involvement	08/01/2016	05/19/2017	\$0 - No Funding Required	Staff P.A.V.E. Parent Liaison Bobby Gibbs SBDM Council P.T.O.

Activity - Teacher Log	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, Remind, or misconducts. Logs are monitored by the principal.	Parent Involvement	08/08/2016	05/19/2017	\$0 - No Funding Required	Certified staff Principal Bobby Gibbs

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	08/01/2016	05/19/2017	\$0 - No Funding Required	Bobby Gibbs, Principal

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	08/08/2016	05/19/2017	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Activity - School Web Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist maintain the school web page to more effectively communicate information such as links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide training for teachers upon request on how to create and maintain a classroom webpage.	Community Engagement	08/01/2016	05/19/2017	\$0 - No Funding Required	All certified staff members District technology department Richard Frazier, School Media Specialist

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 58.5% to 75% in 2019.

SY 2016-2017

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Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 58.5% to 65% by 06/30/2017 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 - LDC & MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement two LDC (Literacy Design Collaborative) modules and two MDC (Math Design Collaborative) modules. Classroom folders will be maintained in the classroom of student products and activities.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	All Teachers Heather Stewart Kim Creekmore Christey Frazier Michelle Helton

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	08/08/2016	08/30/2017	\$500 - Other	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson

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 summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/23/2016	08/30/2017	\$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.

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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	08/08/2016	08/31/2017	\$0 - No Funding Required	All teachers Bobby Gibbs Patrick Bowlin

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will lead teachers in an analysis of students' applicable universal assessment results (STAR, MAP, STAR Early Literacy, K-PREP) 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.	Policy and Process	08/08/2016	06/16/2017	\$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	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, which both provide remedial and enrichment activities.	Academic Support Program	05/23/2016	08/30/2017	\$37000 - Grant Funds	Patty Centers Ashley Cureton Heather Stewart

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 - 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	06/06/2016	08/07/2017	\$0 - No Funding Required	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs All Teachers

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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 serve as presenters at the district's annual grade level academies.	Policy and Process	05/23/2016	08/18/2017	\$0 - No Funding Required	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart

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	08/08/2016	05/30/2017	\$0 - No Funding Required	All staff

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

Goal 1:

To increase the percent of children being kindergarten ready from 28% to 38% as measured by the Brigance Early Childhood Assessment.

Measurable Objective 1:

A 10% 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:

Preschool Assessments - Informal assessment and 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

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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	08/15/2016	10/31/2016	\$0 - No Funding Required	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs

Activity - Transistion Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year preschool parents and children will be 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	04/03/2017	05/30/2017	\$0 - No Funding Required	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison Preschool teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten 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	07/25/2016	09/01/2017	\$0 - No Funding Required	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers

Strategy2:

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)

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	08/08/2016	05/19/2017	\$0 - No Funding Required	Shirley Lawson All teachers

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Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The family resource coordinator, staff, and Bell-Whitley liaison will inquire of families with young children to encourage their participation. Preschool will set up a booth to promote the program during Pleasant View's open-house.	Parent Involvement	08/01/2016	05/19/2017	\$0 - Other	Shirley Lawson Staff Bell-Whitley Bobby Gibbs

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 for the calendar 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	08/08/2016	05/19/2017	\$40000 - Grant Funds	Save the Children Staff Heather Stewart

Activity - Family Resource Seminars	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	07/25/2016	07/28/2017	\$0 - No Funding Required	Shirley Lawson Bobby Gibbs

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

Goal 1:

To increase the percent of children being kindergarten ready from 28% to 38% as measured by the Brigance Early Childhood Assessment.

Measurable Objective 1:

A 10% 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:

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

Category: Continuous Improvement

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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 - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The family resource coordinator, staff, and Bell-Whitley liaison will inquire of families with young children to encourage their participation. Preschool will set up a booth to promote the program during Pleasant View's open-house.	Parent Involvement	08/01/2016	05/19/2017	\$0 - Other	Shirley Lawson Staff Bell-Whitley Bobby Gibbs

Activity - Family Resource Seminars	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	07/25/2016	07/28/2017	\$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	08/08/2016	05/19/2017	\$0 - No Funding Required	Shirley Lawson All teachers

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 for the calendar 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	08/08/2016	05/19/2017	\$40000 - Grant Funds	Save the Children Staff Heather Stewart

Strategy2:

Preschool Assessments - Informal assessment and 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,

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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	Funding Amount & Source	Staff Responsible
Students entering kindergarten will be assessed with the Brigance Early Childhood Screens III Assessment.	Academic Support Program	08/15/2016	10/31/2016	\$0 - No Funding Required	Kindergarten teachers Bell-Whitley Head Start Liaison Bobby Gibbs

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten 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	07/25/2016	09/01/2017	\$0 - No Funding Required	Kindergarten teachers Special needs teacher K-3 resource teachers Preschool teachers

Activity - Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year preschool parents and children will be 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	04/03/2017	05/30/2017	\$0 - No Funding Required	Kindergarten teachers Bobby Gibbs Bell-Whitley Liaison Preschool teachers

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

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for all students from 58.5% to 75% in 2019.

Measurable Objective 1:

demonstrate a proficiency to increase overall reading and math proficiency ratings for all students from 58.5% to 65% by 06/30/2017 as measured by the K-PREP delivery targets.

Strategy1:

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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	08/08/2016	05/30/2017	\$0 - No Funding Required	All staff

Strategy2:

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 summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/23/2016	08/30/2017	\$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 - 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	08/08/2016	08/31/2017	\$0 - No Funding Required	All teachers Bobby Gibbs Patrick Bowlin

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Activity - LDC & MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement two LDC (Literacy Design Collaborative) modules and two MDC (Math Design Collaborative) modules. Classroom folders will be maintained in the classroom of student products and activities.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	All Teachers Heather Stewart Kim Creekmore Christey Frazier Michelle Helton

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	08/08/2016	08/30/2017	\$500 - Other	Homeroom Teachers Tiffany Casper Patrick Bowlin Bobby Gibbs Rhonda Carr PTO SBDM Council Shirley Lawson

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, which both provide remedial and enrichment activities.	Academic Support Program	05/23/2016	08/30/2017	\$37000 - Grant Funds	Patty Centers Ashley Cureton Heather Stewart

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will lead teachers in an analysis of students' applicable universal assessment results (STAR, MAP, STAR Early Literacy, K-PREP) 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.	Policy and Process	08/08/2016	06/16/2017	\$0 - No Funding Required	All certified staff SBDM Council Bobby Gibbs Heather Stewart Kim Creekmore

Strategy3:

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.

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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	06/06/2016	08/07/2017	\$0 - No Funding Required	Paula Rickett Kim Creekmore Heather Stewart Laurel Bowlin Bobby Gibbs All Teachers

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 serve as presenters at the district's annual grade level academies.	Policy and Process	05/23/2016	08/18/2017	\$0 - No Funding Required	Certified Teachers Bobby Gibbs Kim Creekmore Heather Stewart

Goal 2:

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 06/01/2017 as measured by the School Report Card.

Strategy1:

Assessments - Universal screeners, formative and summative assessments will be administered to help guide classroom instruction and to gauge student progress. Kindergarten students will also be assessed at school entry with the required Brigance statewide screener.

Category: Continuous Improvement

Research Cited: The defining characteristic of formative assessment is its interactive or cyclical nature (Sadler, 1988). Formative assessment can result in significant learning gains but only when the assessment results are used to inform the instructional and learning process (Black & William, 1998).

Activity - Universal Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the MAP Assessment three times per year, which 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 will take the STAR Early Literacy, which provides teachers with scale scores and detailed reports of skill deficiencies.	Policy and Process	08/15/2016	05/30/2017	\$5000 - District Funding	Paula Rickett Brenda Lawson Bobby Gibbs Heather Stewart Kim Creekmore

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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. These classifications confirm that children can read grade level material independently.	Policy and Process	08/15/2016	06/16/2017	\$200 - Other	Marilyn Shelby Amanda Hubbard Marie Carr Teresa McFarland Brenda Lawson Laura Davenport

Strategy2:

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

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources.

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	08/15/2016	05/30/2017	\$0 - No Funding Required	All teachers

Strategy3:

Professional Learning - Teachers will continue to receive updated training in research based strategies, which will increase student achievement.

Category: Continuous Improvement

Research Cited: The preferred approach holds that for teacher learning to truly matter, it needs to take place in a more active and coherent intellectual environment—one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made. This vision holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

Activity - Monitoring Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Policy and Process	08/08/2016	06/16/2017	\$0 - No Funding Required	Principals SBDM Council District Administrators

Activity - Continuous Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators will be given the opportunity to participate in professional learning designed to meet various needs as seen at the district level professional development academies, flyers and emails of training outside the district.	Professional Learning	07/25/2016	08/08/2017	\$200 - General Fund \$300 - District Funding	Paula Rickett Kim Creekmore Heather Stewart All staff members

Strategy4:

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Extended Learning - Students may 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	08/15/2016	05/30/2017	\$4000 - Grant Funds	All certified staff

Strategy5:

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 - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Journeys Literacy Tool Kit to provide additional reading support for at-risk students.	Academic Support Program	08/15/2016	06/16/2017	\$0 - No Funding Required	Classroom Teachers, Principal, District Reading Coach Heather Stewart

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	08/15/2016	06/16/2017	\$48000 - Grant Funds	Teresa McFarland Bobby Gibbs K-3 Teachers

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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 MAP 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 analysis will guide intervention decisions. Students who do not meet their ROI may be referred for further evaluation.	Academic Support Program	08/15/2016	06/16/2017	\$0 - No Funding Required	All teachers Pam Halstead Marie Carr Teresa McFarland Jenny Chute

Strategy6:

Literacy Supports - Teachers will use the available literacy supports to increase student achievement.

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	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 throughout the year.	Academic Support Program	08/15/2016	08/08/2017	\$180000 - Grant Funds	All teachers Ashley Cureton Heather Stewart Patty Centers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize appropriate computerized programs to aid the increase of reading achievement. Study Island, STARFALL, Kidzphonics, FLRT Fluency Program, Spelling City, Destination Reading, Tumblebooks, Epic and other various approved programs.	Technology	08/15/2016	05/30/2017	\$1872 - Grant Funds \$3240 - Other	All teachers Brenda Lawson Kevin Anderson

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement at least two Literacy Design Modules, which is a teacher-created instructional design system that transforms educator practice through the use of online tools and resources that facilitates collaboration, content development, and professional learning to effectively implement College and Career Readiness Standards.	Academic Support Program	08/08/2016	06/16/2017	\$0 - Grant Funds	All teachers Christey Frazier Michelle Helton

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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	08/15/2016	05/30/2017	\$3000 - Grant Funds	All teachers Richard Frazier Save the Children Staff Bobby Gibbs Brenda Lawson

Goal 3:

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 06/01/2017 as measured by the School Report Card.

Strategy1:

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	08/08/2016	06/16/2017	\$0 - No Funding Required	All teachers Kevin Anderson Brenda Lawson Richard Frazier

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on continuous analysis of students' formative/summative and universal assessments, teachers may refer students to the math interventionist in grades K-3. Homeroom 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 student progress will guide the intervention.	Policy and Process	08/08/2016	06/16/2017	\$0 - No Funding Required	All teachers Kim Creekmore Jenny Chute

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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	08/08/2016	06/16/2017	\$0 - No Funding Required	All teachers Kim Creekmore Jenny Chute

Strategy2:

Parent Involvement - Parent/stakeholder involvement increases student motivation and achievement.

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 will be offered along with snacks and prizes.	Community Engagement	08/08/2016	06/16/2017	\$1000 - District Funding	Jenny Chute Kim Creekmore

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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	07/16/2016	06/30/2017	\$0 - No Funding Required	Bobby Gibbs SBDM Council District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett Kim Creekmore Bobby Gibbs

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will complete an annual Highly Qualified Report.	Policy and Process	08/01/2016	06/30/2017	\$0 - No Funding Required	Bobby Gibbs

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 56.2% in 2016 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 56.2% to 64% by 06/30/2017 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 includes: Reading Recovery, (CIM) Comprehensive Intervention Model, FLRT Fluency Computerized Program, Math intervention, Save the Children, SRA Direct Instruction, Stepping Stones to Literacy, Counseling and (FRC) may also be utilized based upon need.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	All certified staff Donna Stephens Shirley Lawson FRYSC Teresa McFarland Marie Carr Jenny Chute Ashley Cureton

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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, 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	08/08/2016	06/16/2017	\$500 - District Funding	Sue Jones Virgie Howard Kevin Anderson (technology chief) Patty Centers Ashley Cureton

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	08/08/2016	06/16/2017	\$0 - No Funding Required	All teachers All instructional aides

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:

To increase learning opportunities for both teachers and students in the areas of Visual Performing Arts and Practical Living/Career Studies.

Measurable Objective 1:

collaborate to to ensure natural integration of Visual Performing Arts and Practical Living/Career Study components across the curriculum. by 05/19/2017 as measured by 2016-2017 KDE Review Rubrics, student products, lesson plans and the final analysis of the Program Review Work Plan.

Strategy1:

Consortium - People working together between grade levels and schools will improve instruction and increase the number of resources.

Category: Professional Learning & Support

Research Cited:

SY 2016-2017

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Activity - Economic Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resources provided by Eastern Kentucky University Center for Economics and the Federal Reserve Educational resources to supplement consumerism instruction in grades K-6.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers

Activity - District Wide Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Teachers of Practical Living and Visual Performing Arts will come together for three days at the beginning of each year to share ideas, align the curriculum to the KY Academic Standards for the Arts, and create lesson plans/activities that supports dance, media arts, music, and visual performing arts for all students across grade levels.	Professional Learning	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers Shane Gibson-Visual & Performing Arts Teacher Richard Frazier-Practical Living Teacher Bobby Gibbs-Principal Paula Rickett-Instructional Supervisor Kim Creekmore-PD Coordinator

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
S.B.D.M.Council's Wellness Policy describes the school's commitment in educating and promoting healthy living. Students will be formally assessed in physical education three times a year in the areas of cardio vascular strength, stretching and muscular endurance. Students will receive 90 minutes of vigorous physical activity each week. Nutritional standards required by federal and state laws are applied to all foods and beverages available during the day.	Policy and Process	08/08/2016	05/19/2017	\$0 - No Funding Required	Bobby Gibbs Shane Gibson Sharon Foley-Food Service

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest speakers and programs will be invited to extend classroom instruction in the visual and performing arts curriculum.	Community Engagement	08/08/2016	05/19/2017	\$300 - FRYSC	Shirley Lawson Bobby Gibbs Teachers

Activity - Artistic Student Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host events that require live performances from students. This may include puppetry, dance, public speaking, skits, plays, storytelling, and/or mime. Events may will also be held that showcase student productions.	Community Engagement	08/08/2016	05/19/2017	\$0 - Other	Teachers PTO Bobby Gibbs

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Activity - Family Fitness Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host at least four family fitness nights where students and their parents participate in guided exercises and activities and are also provided with health information, food preparation/demonstrations and resources to encourage and extend healthy living.	Community Engagement	08/08/2016	05/19/2017	\$0 - No Funding Required	Shane Gibson Bobby Gibbs Teachers 4-H Extension Office

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. This is our second year in the new 45,000 square foot facility that has state of the art technology in all classrooms, a top rated cafeteria and kitchen, a sprawling library, fine arts room and Gymnasium. We currently serve approximately 310 pre-school through sixth grade students with 30 certified personnel. We have two classrooms of each grade level with a 14:1 ratio.

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 88% 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 visual 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. The majority of teachers have a master's degree or higher and several belong to a professional organization that enhances classroom instruction.

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 connecting what is learned in the classroom to the outside world. We convey high expectations to all students on a daily basis through instruction, curriculum and teacher behaviors. Teachers utilize various research based strategies to individualize instruction through the different modalities of learning. Our curriculum is rigorous and aligned with Common Core standards both vertically and horizontally to ensure continuity. The curriculum is enhanced with the integration of the arts, humanities and global competencies.

We have several support programs at Pleasant View that target at-risk students and early intervention. The grant-funded Save the Children (STC) Literacy Program conducts in-school and after-school enrichment/remediation activities. STC's criteria determines student participation during school and all students have opportunity to participate in the after school program. 21st Century provides various enrichment and high-interest activities after school to students in grades 1-6 four days a week and a four-week 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 to build parent school relationships. This year we will host a number of family fitness nights to encourage and compliment our health and parent involvement programs.

We have a full time 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. Because we believe teachers persistently grow in knowledge, skills, and performance through supports, colleagues, and individual inquiry all teachers will continue to participate in the PGES system. Weekly Professional Learning Communities (PLCs) are conducted on a weekly basis both vertically and horizontally. Teachers utilize universal assessments to help guide instruction along with student work and observations.

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 was the construction of the new school! This is our second year in the building and we are proud to say we are starting the year out as a School of Distinction! Our overall score was 77.3, which reflects a 13.3 point increase! We have a lower percentage of students performing at the novice level than the state in all areas except writing. Our largest gains were in third and sixth grade reading.

Our school has excellent technologies such as school wide I-Macs and Epson Bright Link Pros, which replaced out dated smart boards in every classroom. We have one classroom set of Chrome Books and plans to purchase an additional set. We have a green screen and the necessary technology for making music videos and travel broadcasts. We have one school-wide cart of thirty iPads and one cart of lap-tops available for teacher/student checkout with Wi-Fi throughout the school and onne computer lab equipped with IMacs.

We have several grant funded programs that assists with student achievement; The Steele-Reese Foundation for Math Interventions, 21st Century after school enrichment, Reading Recovery, Save the Children, LDC (Literacy Design Collaborative and MDC (Math Design Collaborative). These grants were refunded meaning we maintain a high level of the programs' expected validity. 21st Century provides after-school and summer enrichment activities for students in 1-6 grades. 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. Our science curriculum has an additional element this year, which is a community based inquiry project. Students will show evidence of experiencing the scientific process in a real world relevant manner. It is evident that our staff, faculty, and community are working together to improve student achievement.

Based on this year's open house sign-in sheets 60% of parents were in attendance, which is a 6% increase from last year. Our S.B.D.M. Council conducts annual surveys to gather opinions and ideas for school improvement.

The 2015-2016 K-PREP assessment data revealed the areas of Writing and Social Studies in need of improvement. Writing has not shown notable growth for the past four years and though it is woven throughout our core reading series it remains a priority need. The school's universal assessments and informal teacher surveys confirm a weakness in writing mechanics and student work samples confirm a weakness in the ability to effectively communicate through writing. Social Studies performance dropped significantly. We are committed in analyzing student work and instructional strategies to improve these areas.

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 is proud to offer 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 to place second in the Written Assessment in the areas of Math, Science, and Arts and Humanities. The district provides enrichment programming for students identified as Gifted & Talented and support services for those identified at risk. We conduct an annual fashion show to help build community relations and frequent holiday events. At Pleasant View, we pride ourselves in meeting our student's needs academically emotionally and socially.