

## **2018-2019 Phase One: Continuous Improvement Diagnostic**

### **Phase One: Continuous Improvement Diagnostic**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 09/28/2018

Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Pleasant View had 100% participation in the 2017 TELLKY Survey. We demonstrated strong segments in each of the eight teaching conditions. There were several segments in need of improvement; however, after ranking them based upon their potential level of impact we selected two for improvement this year. The first falls under the Time Construct; Collaborative Planning Time. 26% of teachers report they only spend one hour or less collaborating with colleagues, however this is 15% lower compared to all Kentucky elementary schools and 11% lower than the district average. Through observation and informal discussions, we discovered our collaboration time is focused mainly on ensuring our instructional paces coincide with district curriculum maps, submitting conventional lesson plans, and confirming certain tasks/requirements were completed. The definition we found most suitable is; Collaboration occurs when members of a learning community work together to increase student learning and achievement. It appears we have mistaken the word cooperation for collaboration so we concluded the purpose of our teacher interactions were flawed; therefore, our plan is to make this time more powerful and effective. We want teachers to share the responsibility for the learning of all students based upon continuous data. The second segment falls under the Teacher Leadership Construct; Determining the content of in-service professional learning programs. 30% of teachers report they only have a small role in selecting the type of professional learning offered. This is in comparison to the district's 30% and the state's 36%. Research confirms the most important factor contributing to a student's success is the quality of teaching. Professional learning is the strategy schools use to ensure teachers continue to expand their knowledge. The most effective professional learning model is where teams of teachers analyze student data and problem solve to meet identified needs. This requires thoughtful planning followed by careful implementation and feedback. This segment may serve as a catalyst for our collaboration improvement as mentioned earlier. As teachers begin to work collaboratively, professional learning and experience will help guide their instructional decisions. Our district designs and organizes professional learning for all elementary teachers a week prior to the beginning of school. Its purpose is to assist teachers in fulfilling the state's requirement of twenty-four hours of professional learning, but also modernizes teachers of district/state issues, program introductions and sharing of techniques and strategies by selected teachers. As we further examined the district's model we noted that offerings were based upon district wide surveys and data. However, while some learning is beneficial to all teachers, it fails to be data driven at the individual school level and personalized to the teacher/student needs.

#### ATTACHMENTS

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

## Part II:

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

Good teaching is not an accident. While some teachers may naturally be more gifted than others, all effective teaching is the results of continuous learning, reflection, and commitment. This plan will increase student achievement through fusing the two elements of professional learning and collaboration. To afford a more coherent plan we will first identify our stakeholder groups followed by a professional learning model and lastly share the prospective impact on grade level PLCs. District stakeholder groups are predetermined for professional learning. We are provided support via coaches in the areas of writing, math, reading, science and technology. We also have three grant-funded programs at our school that requires specified teachers to participate in on-going training, in addition to a Title I teacher. Another stakeholder group is our Site Based Decision Making Council. A professional learning policy was developed describing the protocol, purpose, and guidelines based upon Kentucky's Academic standards in 704 KAR 3:303. Along with these identified stakeholders we mustn't fail to recognize teachers in general. Effective teachers use scientific thinking all the time. They make informed decisions and conduct action research almost on a daily basis. True collaboration between all these stakeholders is imperative to school improvement. There are various approaches to professional development for example; conferences, workshops, and online. Unfortunately, teachers are rarely able to participate in learning outside the district due to the lack of funding, so the majority of professional learning must come from within the district and professional experience. Our model reflects components found in the Kentucky Professional Standards and Learning Plans. Our proposal begins with asking grant funded facilitators to submit a concise summary describing their program's purpose, criteria, structure, and skill range. This will include MathAdd+Vantage, Reading Recovery/CIM, and Save the Children. The Title I teacher will provide a graphic organizer of the available computer programs, in-school resources, outside resources, and identify staff members who are knowledgeable of their logistics. This will include district coaches, technology supports and available services. Such documents will initiate problem solving, clarify job roles, and increase utilization of available resources. The media specialist will inventory our professional library compiling a list of materials and online subscriptions/resources. Surveys will elicit teacher recommendations for additional resources. This will support teacher inquiry and/or action research triggered by student data. Teachers have the opportunity to design their own learning experience during the development of their required Professional Growth Plan. These typically have long-term objectives, but various activities are scheduled throughout the year to reach their projected goals; peer observations, study group, and formal readings etc. To promote trust and collegiality the principal will suggest a group plan for those with similar needs. This will allow for frequent exchange of ideas and interaction. Strong social capital will enhance collaboration and improve student achievement. Our district calendar allows for four flexible planning days for teachers. The principal will present overviews of school-wide data and acclimate them to collaboration tools in G Suite to initiate another form of collaboration both horizontally and vertically. As teachers continue to expand their professional knowledge and redefine the concept of collaboration, timely feedback and monitoring will ensure decisions are focused on student achievement. Professional Learning Communities will play a key role in monitoring the implementation and success of our plan. Grade level teams are automatically formed as teacher placements are made along with designated time periods to collaborate. Each week grade level teams will meet with the principal and an assigned district coach. Student data and work samples will be examined and synthesized followed by discussion and the development of short-term objectives. Minutes of the PLC will be documented



ensuring progress is monitored, which allows for refinements and revisions as needed. A school-wide data room will be established to track long term progress of student achievement based upon universal assessments. A color-coded system will allow teachers to see the movement of all students throughout the core academic areas and track academic growth. It will identify interventions for low achieving students, list accommodations, and track students in specific gap groups. Observing school wide growth will instill shared responsibility and encourage teachers to truly collaborate as they see results of their instructional decisions.

**ATTACHMENTS**

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## **2018-2019 Phase Two: School Safety Report**

### **Phase Two: School Safety Report**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 10/26/2018

Status: Locked

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no," please explain below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes. 5/4/18

### **ATTACHMENTS**

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?



*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

08/24/18

### **ATTACHMENTS**

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## **2018-2019 Phase Two: School Assurances**

### **Phase Two: School Assurances**

#### **Pleasant View Elementary School**

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Last Modified: 10/29/2018

Status: Locked

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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### Comprehensive Needs Assessment

3. 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
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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4. 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, career, and transition ready.

- ☒ Yes
- ☐ No



☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Targeted Assistance Activities**

6. 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
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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7. 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
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Parent and Family Engagement**

8. 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 and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Two: The Needs Assessment for Schools**

### **Phase Two: The Needs Assessment for Schools**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

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

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

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

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## Protocol

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

Pleasant View will use the described process below to review, analyze, and apply data results to develop this year's plan. Following the release of the K-Prep Results the principal will schedule a date for school-wide data disaggregation. This date will be shared with all staff and stakeholders. We begin with a PowerPoint presentation created by the principal that displays an abbreviated version of our strengths and weaknesses. Teams of teachers and stakeholders are created with effort to include at least one primary and one intermediate teacher. Resource teachers, staff, and parent members are assigned to teams as deemed most appropriate. Teams are given an analysis template designed to guide in-depth dissection and organization of each content area along with the applicable data. Once the data has been analyzed, participants come back together to present their findings. Discussions lead to significant weaknesses and gaps. This analysis is formally presented during the next scheduled S.B.D.M. meeting. Council reviews the data and decides which area(s) should be targeted for the current year. This year council voted to targeted math. Student achievement is addressed at every SBDM meeting and documented in the minutes. The second round of analysis involves a similar process, but includes additional comparisons to the most recent in-house universal assessments: MAP, STAR Reading, and ITBS. Informal discussion helps identify trends and gaps beyond state accountability grades. Data analysis continues throughout the year during PLCs. Grade level teachers in collaboration with the principal and a district instructional coach meet every week to discuss and monitor student progress and interventions. Collaboration is recorded using Google collaboration tools. The final analysis team this year consisted of 19 certified members and 10 parent/community/support staff members: SBDM Council Bobby Gibbs- SBDM Chairperson RC Frazier- Teacher Member Shane Gibson- Teacher Member Kenny Carr- Parent Member Laura Bull- Parent Member Teachers: Marilyn Shelby, Kayla Adkins, Debra Cox, Christy Frazier, Michael Branham, Ashley Cureton, Christey Moses, Michelle Helton, Suzette Jones, LeAnn Kersey, Jade Jones, Lisa Potter Smith, Mike Johnson, Tyler Ayers, Casey Barnett, Mary Adkins, Teresa McFarland and Elizabeth Meadors. Classified Employees & Parent Members: Tiffany Casper, Brenda Lawson, Ramona Lindsay, Teresa Lambdin, Sherri Smith, Yonnie McNeil, Courtney Hall, Jenny York and Angela Crusenberry.

### **ATTACHMENTS**

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## Current State

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

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State -Our school wide proficiency index score was 82.2 as compared to the state average of 70.5. -67.4% of our students were proficient in On-Demand writing compared to the state average of 40.5%. -We saw a 29.9% increase in proficiency in students scoring Proficient or Distinguished in On Demand Writing. -61.6% of our students performed at or above proficiency on KPREP Math compared to the state average of 48.9%. -64.9% of our students performed at or above proficiency on KPREP Reading compared to the state average of 54.6%. -41.3% of our students performed at or above proficiency on KPREP Science compared to the state average of 30.9% -65.1% of our students performed at or above proficiency on KPREP Social Studies compared to the state average of 56%. Non-Academic Current State -86.9% of our students qualify for Free and Reduced lunch in 2017-2018. Compared to the state average just below 60%. -Our attendance rate of 95.03% compared to the district which had an average attendance rate of 93.44%. -We had 214 discipline referrals in grades K-6 for 2017-18.

## ATTACHMENTS

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## Priorities/Concerns

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

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

-2018 showed a slight decline in two areas. We experienced a decline in students scoring at proficiency by .1% in mathematics. In 2017 61.7% of our students scored proficient or distinguished, in 2018 that number decreased to 61.6%. -Another area of concern was a slight decrease in the number of our students scoring proficient or distinguished in the area of Social Studies, we experienced a decline of 6.8% proficiency seeing that number move from 71.9% proficiency to 65.1% proficiency.

## ATTACHMENTS

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## Trends

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

We have seen two negative trends over the last two years. The first negative trend regarding academic data was the relative stagnation of our math proficiency this past academic year. We seen our proficiency remain relatively the same at 61.6% proficiency while seeing our novice rate increase from 6% to 10.6%. While the number of students scoring at proficiency remained the same the number of students scoring novice did increase. The other negative data point we identified from the previous two years of data was the decrease in proficiency in social studies we decreased our percentage of students scoring at or above proficiency moving from 71.9% to 65.1%. We have not identified any significant negative trends relative to cultural or behavioral aspects. We have seen marked improvements over the last two years in our behavioral data as well as our cultural data points as well.

## **ATTACHMENTS**

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## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

To improve Math skills, teachers will use different methods of teaching to meet needs of all students. New and existing Math programs will be implemented with stress on learning skills to succeed. One program for Math will be using Go Math! series, which approaches problem solving from many different angles to help differentiate among students. Another program being used is Add+Vantage MR Math Intervention being taught by a Math Intervention Specialist. This program will be used with students Kindergarten through third grade. Students in grade fourth through sixth will be receiving Math Interventions through a Math Lab daily. Two teachers will be trained through Kentucky Center for Mathematics and will work with the Math Intervention teacher to implement more in-depth Math instruction in class. Pleasant View will be utilizing a new program called Exact Path. Students who have been identified below proficiency in both reading and mathematics will receive additional instruction using the program Exact Path. We also have Save The Children Program, which will be implementing a new Math program this year. The program, Crazy 8's, will be used for the afterschool program and will serve students from Kindergarten through fifth grade. This program is used to reduce Math anxiety, so students can improve their skills. K-2 teachers will follow specific grade level pacing guides to teach concepts found in the Social Studies State Standards. All K-6 teachers will collaborate to identify gaps in curriculum and instruction during vertical and horizontal PLCs. In order to increase proficiency in social studies, fifth grade teachers will design and implement a variety of activities. Instruction will be designed to meet the needs of all diverse learners. Social Studies will be integrated across all content areas. Students will complete weekly Read Works assignments which will differentiate instruction that meet the social studies standards while applying reading and writing standards. Students will also complete technology assignments that include Webquest and digital scavenger hunts. These activities implement a variety of reading skills and knowledge of U.S. History. In addition, students will complete hands-on activities through project-based learning, integrated research, writing, and technology. All assignments will be assessed through rubrics and online assessment programs. The curriculum will be supplemented with IXL and Study Island online programs at least three times per week.

## **ATTACHMENTS**

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## Strengths/Leverages

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

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

-64.9% of our students scored Proficient/Distinguished in Reading as opposed to District at 61.5% and State at 54.6%. -65.1% of our students scored Proficient/Distinguished in Social Studies compared to the state at 56%. -67.5% of our students scored Proficient/Distinguished in Writing as opposed to the State at 40.5% and the District at 56.5%. -Our attendance rate of 95.03% was higher than the Districts at 93.44%. Which ranked as the highest attendance rate of the six elementary schools in our district. -Discipline referrals were decreased from 244 referrals in 2016-17 to 214 referrals in 2017-18.

### **ATTACHMENTS**

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Attachment Name	Description	Item(s)
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## **2018-2019 Phase Three: Executive Summary for Schools**

### **Phase Three: Executive Summary for Schools**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
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United States of America

Last Modified: 12/13/2018

Status: Locked

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### 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 since 1938. We currently serve approximately 300 students preschool through sixth grade with 30 certified staff members and several support personnel. Our homerooms are 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 in addition to 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. Approximately half of the certified staff has ten years or less teaching experience with the remainder being veteran teachers. This creates a professional support system that strengthens all aspects of instruction and daily operations.

#### ATTACHMENTS

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#### 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. Professional Learning Communities (PLCs) are conducted on a weekly basis both vertically and horizontally in collaboration with district coaches. Teachers utilize universal assessments to help guide instruction along with student work and observations. We hold monthly family reading/math nights to encourage parent involvement and to build parent school relationships. We will also continue to host a number of family fitness nights to encourage and complement our health and parent involvement programs. We have several grant

funded programs that enhance student achievement; The Mathematics Achievement Funds provides math Intervention for grades K-3 and collaboration with intermediate grades. This grant also secures consistency by training classroom teachers in its strategies and program elements. We were also awarded a Striving Readers Grant that allows us to implement new resources in our school that enhances existing reading, writing, science, and social studies instruction. In addition to two staff members participating in a collaborative effort across the district in building high quality modules through the Literacy Design Collaborative that can be utilized for future instruction. Other grant funded programs are 21st Century after school enrichment, Reading Recovery, and Save the Children Literacy Program. The refunding of these programs confirm that met and maintained a high level of the programs' expected validity and criteria . 21st Century provides after-school and summer enrichment activities for students in 1-6 grades in addition to homework help and daily computer lab. The Reading Recovery grant extended the program to include the Comprehensive Intervention Model (CIM) that provides services for struggling readers in grades K-3 with small group instruction. It also now includes a series of trainings for a classroom teacher each year in order to ensure consistency of the application of strategies. Our science curriculum includes a community-based inquiry project where students show evidence of experiencing the scientific process in a real-world scenario. It is evident that our staff, faculty, and community are working together to improve student achievement through close collaboration.

### **ATTACHMENTS**

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

#### **Notable Achievements and Areas of Improvement**

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

Our school with the support of S.B.D.M. Council and our health instructor was nationally recognized by the Alliance for a Healthier Generation. Our school received the bronze level award, which was one of fifteen awarded statewide. America's Healthiest Schools earn the distinction by successfully meeting a rigorous set of criteria for serving healthier meals and snacks, getting students moving more, offering high-quality health and physical education, and empowering school leaders to be healthy role models. The 2017-2018 K-PREP assessment data revealed a slight increase in novice performance, however, the school scored significantly higher than the state average in every assessed area.

### **ATTACHMENTS**

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#### **Additional Information**

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

Our school has excellent technologies and support and our goal is for each student to have their own Chromebook in the future. We currently have obtained two classroom sets and some classrooms have enough for small group instruction. Our computer lab houses a total of twenty-seven Chromebooks. Each classroom is equipped with an Epson Bright Link Interactive Projector. 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. These technologies help prepare students for real world occupations and applications. We are also seeing an increase in the

number of parents who attend open house and parent teacher nights. Thus far for open house 208 attended compared to 188 last year.

### **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2018-2019 Phase Three: Comprehensive Improvement Plan for Schools

### Phase Three: Comprehensive Improvement Plan for Schools

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/20/2018

Status: Locked

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.





You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Goals and Activities	2018-2019 Goals and Activities- This plan includes a number of Goals, Objectives, Strategies, and Activities to make improvement during the 2018-19 School Year.	
 Assessment Matrix	Describes the school's universal and annual assessments.	
 Pleasant View's RTI Plan	Describes our plan to develop a path for evaluation.	
 Title I Policy	Explains our parent and school responsibilities.	

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

### Guidelines for Building an Improvement Plan

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

1: Proficiency

State your Proficiency Goal

<b>Goal 1:</b> <b>Proficiency Goal</b> <b>Increase the combined reading and math percentage of proficient/distinguished students from 63.2% in 2018 to 75% in 2021.</b>					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b>  Increase the combined reading and math percentage of proficient/distinguished students from 63.2% to 67.1% in 2019.	KCWP 1: Design & Deploy Standards	<b>KCWP 1:</b> All teachers will refine alignments to the curriculum on an on-going basis as lesson plans are developed in weekly PLCs. Notes, ideas and concerns will be noted as adjustments are made.	Grade Level PLC Minutes	08/01/2018 - 08/01/2019 All teachers Bobby Gibbs	\$0
		<b>KCWP1:</b> School-wide surveys will be conducted to identify concerns & recommendations for curriculum revisions, gaps and inconsistencies. Select teachers from each grade level will attend the district’s annual summer curriculum alignment/mapping meetings to ensure standards are met.	Summer alignment results/documents	06/01/2018 – 08/01/2018 Selected teachers Kim Creekmore Heather Stewart	\$0

**Goal 1:**  
**Proficiency Goal**  
**Increase the combined reading and math percentage of profiecient/distinguished students from 63.2% in 2018 to 75% in 2021.**

	KCWP 4: Review, Analyze and Apply				
		<b>KCWP4:</b> The principal will guide teachers in the analysis of students’ applicable universal assessment results following each cycle of testing (STAR, MAP, STAR Early Literacy). It will identify instructional gaps, instructional trends, and weaknesses, which will guide instruction. The district reading, math, science, and writing coaches will assist with the analysis.	Analysis reports	08/01/2018 - 08/01/2019 All teachers Kim Creekmore Heather Stewart Laurel Bowlin Ruth Osborne Bobby Gibbs	\$0
	KCWP 6: Establish Learning Culture and Environment	<b>KCWP6:</b> As needs are identified students will have access to services provided by the school counselor, school nurse; FRC, DDP, and the Cabinet for Family & Children to help reduce barriers to learning.	Program Records	08/01/2018 - 08/01/2019 All teachers Donna Stevens Shirley Lawson Shirley Davenport	\$0
		<b>KCWP6:</b> Teachers will encourage daily attendance as described in the attached S.B.D.M. policy. PTO will provide attendance incentives as described in their policy, which 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 initiated to improve/correct the attendance.	Attendance Records  Program service records	08/01/2018 - 08/01/2019 All teachers Tiffany Casper Patrick Bowlin Shirley Lawson Rhonda Carr Bobby Gibbs	PTO \$500
	KCWP1: Design and Deploy Standards	<b>KCWP1:</b> Selected teachers will attend LDC and MDC (Literacy and Math Design Collaborative) trainings. They will share research-based strategies and methods with colleagues during PLCs and via demonstrations. This will create continuity and consistency of effective instruction across grade levels.	Student productions/uploads Lesson plans Classroom folders	08/01/2018 - 08/01/2019 All teachers Kim Creekmore Ruth Osborne Heather Stewart Laura Bowlin	Striving Reader Grant
	KCWP5: Design, Align, Deliver Support	<b>KCWP5:</b> Two formal parent/teacher conferences will be conducted. Student progress, test results, and other pertinent information will be gathered	Parent/Teacher Sign-in Sheets	08/01/2018 - 08/01/2019 Bobby Gibbs	\$0

<b>Goal 1:</b> <b>Proficiency Goal</b> <b>Increase the combined reading and math percentage of proficient/distinguished students from 63.2% in 2018 to 75% in 2021.</b>					
		<p>and discussed with appropriate improvement plans created, if needed.</p> <p><b>KCWP5:</b> Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress.</p> <p><b>KCWP5:</b> Teachers will maintain a daily parent log and other evidences showing frequent parent contacts throughout the year to sustain open communication about student progress and school activities.</p> <p><b>KCWP5:</b> The principal will utilize the district All-Call system to keep parents informed of school events and deadlines.</p>	<p>Infinite Campus records</p> <p>Parent Logs Conference Notes</p> <p>Recording Log</p>	<p>All teachers Patrick Bowlin</p> <p>All teachers</p> <p>Bobby Gibbs</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>
		<p><b>KCWP5:</b> Parents will be encouraged to become a district P.A.V.E. (Parents as Volunteer Educator) throughout the year. This cooperation among parents, teachers, and community/business partners fosters a team effort and enables schools to maximize instructional time and resource for students.</p>	<p>P.A.V.E. Applications P.A.V.E. Literature P.A.V.E. Time sheets</p>	<p>08/01/2018 - 06/01/2019 All school staff Stacey Sasko</p>	<p>\$0</p>
		<p><b>KCWP5:</b> The school will host reading, math and wellness family events after school to build strong family/home relationships and provide students with enrichment activities.</p>	<p>Attendance Sheets Event Lesson Plans Photos</p>	<p>08/01/2018-08/01/2019 Bobby Gibbs Teresa McFarland Jenny Chute Richard Frazier Shane Gibson</p>	<p>Title I \$1000</p>
		<p><b>KCWP5:</b> 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.</p>	<p>Annual Report</p>	<p>08/01/2018 - 08/01/2019 Bobby Gibbs Paula Rickett</p>	<p>\$0</p>
	<p><b>KCWP3:</b> Design and Deliver Assessment Literacy</p>	<p><b>KCWP3:</b> Universal assessments will be administered to qualifying students three times a year: MAP, STAR Reading, STAR Early Literacy Annual assessments include; IOWA and K-PREP. Triangulation of data will be conducted during PLCs and presented to SBDM Council for discussion. See the attached assessment matrix.</p>	<p>Assessment data</p>	<p>08/01/2018 - 08/01/2019 All teachers Sherri Smith Bobby Gibbs Heather Stewart</p>	<p>\$5000</p>



<b>Goal 1:</b> <b>Proficiency Goal</b> <b>Increase the combined reading and math percentage of profiecient/distinguished students from 63.2% in 2018 to 75% in 2021.</b>					
				Kellie Anderson SBDM Council	
		<b>KCWP3:</b> 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 motivate students. These classifications confirm grade level proficiency and encourages student efforts.	Student certifications Accelerated Reader Reports	08/01/2018 - 08/01/2019 K-1 teachers Elizabeth Meadors Bobby Gibbs	General Fund \$200
	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> Teachers, para-educators and those in leadership will be provided opportunities to participate in professional learning designed to meet various and specific needs as described in the district and S.B.D.M. policies/protocols.	PD Requests & certificates of attendance	08/01/2018 - 08/01/2019 Kim Creekmore S.B.D.M. Council Bobby Gibbs Staff members	PD Funds \$300
		<b>KCWP1:</b> Teachers will participate in the district's four-day grade academies prior to the first day of school for professional learning sessions that focus on various aspects of the curriculum, programs, and identified needs from teacher surveys.	Sign-in Sheets Academy schedule	08/01/2018-08/01/2019 All teachers Kim Creekmore	\$0

<b>Goal 1:</b> <b>Proficiency Goal</b> <b>Increase the combined reading and math percentage of profiecient/distinguished students from 63.2% in 2018 to 75% in 2021.</b>					
	KCWP2: Design and Deliver Instruction	<p><b>KCWP2:</b> Students will utilize appropriate computerized programs to support student learning; IXL, Math facts in a Flash, Accelerated Reader, Study Island, Cool Math Games, Exact Path, Spelling City, Starfall, Myon, Epic, and Destination Reading.</p> <p><b>KCWP2:</b> The school will continue to participate in the Read to Achieve Grant that provides the Reading Recovery Program, CIM Intervention and the plus-one teacher design that trains one additional teacher in effective reading strategies to build continuity between grade levels.</p> <p><b>KCWP2:</b> A K-3 Math interventionist will provide services to students who have been identified as at-risk based upon the program's criteria. The program's plus one design also trains a classroom teacher to create continuity of research-based strategies.</p> <p><b>KCWP2:</b> Teachers will utilize the Wordly Wise Vocabulary Program on a weekly basis, which provides students with direct instruction in linking vocabulary with reading comprehension.</p> <p><b>KCWP2:</b> Students will continue to utilize the library for the Accelerated Reader Program. It is an integral part of the reading curriculum providing students with individualized reading material. Books and leveled readers will also be available to students and teachers to create a rich literacy environment in both the library and classroom.</p> <p><b>KCWP4:</b> Teachers will provide timely, effective feedback during the learning process to students via verbal responses, written annotations, conferencing, examples and models. Rubrics will be used to let students know what needs to be done in order to improve their performance.</p>	Subscriptions Usage Records Program Assessments	08/01/2018 - 08/01/2019 All teachers Bobby Gibbs Sherri Smith Kevin Anderson Richard Frazier	Instructional & Grant Funds \$6400
			Grant Documents	08/01/2018-08/01/2019 Elizabeth Meadors Kim Creekmore Heather Stewart	RTA Grant Funds
			Grant Documents	08/01/2018-08/01/2019 Jenny Chute Michael Branham Kim Creekmore	Grant Funds
			Student workbooks Grant Documents Summative assessments	10/01/2018-08/01/2019 All teachers Laurel Bowlin	Striving Reader Grant
			Library circulation records	08/01/2018-08/01/2019 All teachers RC Frazier Laurel Bowlin	Striving Reader Grant
			Student products Improved writing scores	08/01/2018-08/01/2019 All teachers	\$0
	KCWP4: Review, Analyze and Apply Data	<b>KCWP4:</b> K-6 students identified as at-risk may qualify for the grant funded in school/after school Save the Children Program (STC). Researched based	Program records and assessments	08/01/2018-08/01/2019 Teresa McFarland	STC Grant Funds

**Increase the combined reading and math percentage of proficient/distinguished students from 63.2% in 2018 to 75% in 2021.**

## 2: Separate Academic Indicator

State your *separate academic indicator* **Goal**

State your *separate academic indicator* **Goal**

**Goal 2:**  
**Science, Social Studies & Writing Goal**  
**Increase the percentage of students scoring proficient/distinguished in science from 41.4 in 2018 to 65% in 2021 in social studies from 65.1% to 75% in 2021 and in writing from 67.4% to 70% in 2021.**

<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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**Goal 2:**  
**Science, Social Studies & Writing Goal**  
**Increase the percentage of students scoring proficient/distinguished in science from 41.4 in 2018 to 65% in 2021 in social studies from 65.1% to 75% in 2021 and in writing from 67.4% to 70% in 2021.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b>  <b>Increase the percentage of students scoring proficient/distinguished in science to 49.3% in social studies to 68.4% and in writing to 70% by 2019.</b>	<b>KCWP4:</b> Review, Analyze and Apply Data	<b>KCWP4:</b> Grades 3-6 will integrate K-PREP released items into their curriculum where deemed appropriate. Students will help critique each other’s work using state rubrics in order to become familiar with the standards and expectations.	Student Products Student growth	08/01/2018-08/01/2019	\$0
	<b>KCWP3:</b> Design and Deliver Assessment Literacy	<b>KCWP3:</b> Students will use their own assessment data to set short- and long-term goals for unmastered skills with teacher assistance. Students will monitor their own progress with formative assessments.	Student growth Goals	08/01/2018-08/01/2019	\$0
	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> The grant funded 21 <sup>st</sup> Century after-school and summer school program will provide enrichment activities that integrates all subject areas with a focus on STEAM activities. Students will be exposed to content beyond the classroom in hands-on activities.	Program records Student products Student achievement on universal assessments	08/01/2018-08/01/2019	\$37500
		<b>KCWP2:</b> Writing will be integrated in all subject areas through short answers and constructed responses as a method of formative and summative assessments.	Student products	08/01/2018-08/01/2019 All teachers	\$0
	<b>KCWP4:</b> Review, Analyze and Apply Data	<b>KCWP4:</b> Grades 3-6 will participate in science, writing and social studies scrimmage. Prompts will be obtained from previous K-PPEP released items and student products will be blind scored using state rubrics. Results will be analyzed during PLCs and teacher meetings to identify instructional gaps and generate ideas for effective feedback to improve student performance.	Student products	02/01/2019 -05/01/2019 3- 6 teachers Bobby Gibbs Laurel Bowlin Ruth Osbourne	\$0
		<b>KCWP4:</b> Teachers will utilize TCTs found in the Through Course Task database as a form of classroom embedded assessment using annotated student work samples to assist in evaluation, instruction, and actionable feedback.	Classroom folders Assessments Student products	08/01/2018-08/01/2019 All teachers Ruth Osbourne	\$0

**Goal 2:**  
**Science, Social Studies & Writing Goal**  
**Increase the percentage of students scoring proficient/distinguished in science from 41.4 in 2018 to 65% in 2021 in social studies from 65.1% to 75% in 2021 and in writing from 67.4% to 70% in 2021.**

	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> Teachers will use the grade level science pacing guides along with the NGSS standards to guide in the creation of challenging, aligned, lessons.	Lesson Plans	08/01/2018-08/01/2019 All teachers	\$0
		<b>KCWP1:</b> Teachers will enhance their science and social studies instruction through computer programs and websites; Scratchpad, NASA for students, How Stuff Works, Exploratorium, Documentaries, National Geographic Kids, Ben’s Guide to U.S. Government, Money as You Grow. Students will become more engaged with the content resulting in better understanding and longer retention. Periodicals include: Time Magazine and Scholastic Magazine	Lesson Plans Student productions Subscriptions Formative/summative assessments	08/01/2018-08/01/2019 All teachers	Striving Reader Grant
	<b>KCWP3:</b> Design and Deliver Assessment	<b>KCWP3:</b> Teachers will refer to the district’s writing policy for grade specific requirements and the scope and sequence of writing skills. Students are required to maintain a writing folder containing evidence of requirements, and are monitored by the district writing coach. Grades 4 & 5 will use the iReady program for individualized and practical instruction.	Student writing Portfolios	All teachers Laurel Bowlin	Striving Reader Grant
	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> Students will utilize the Myon Reader Digital Library. Content will be aligned to its resources, which provides a vast amount of fiction/non-fiction books that relates to all subject areas. Assignments will support students’ individual Lexile levels.	Program records STAR Reading Growth	All teachers	\$0
	<b>KCWP5:</b> Design, Align, Deliver Support Process	<b>KCWP5:</b> Family projects will be assigned periodically that focuses on specific topics to encourage family involvement and extended learning.	Student Productions Parent Sign-in	All teachers	\$0
	<b>KCWP6:</b> Establish Learning Culture and Environment	<b>KCWP6:</b> Teachers will collaborate with the Visual Performing Arts teacher for enrichment and create a more in-depth coverage of the content as deemed appropriate.	Lesson Plans Student productions PLC Minutes	All teachers	\$0

**Goal 2:**  
**Science, Social Studies & Writing Goal**  
**Increase the percentage of students scoring proficient/distinguished in science from 41.4 in 2018 to 65% in 2021 in social studies from 65.1% to 75% in 2021 and in writing from 67.4% to 70% in 2021.**

	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> All teachers will use the claim, evidence, reasoning approach to help students develop an understanding for and the ability to perform the eight practices of science & engineering identified in the NGSS Framework. Teachers will adhere to the district’s grade level specific frequency requirements.	Lesson Plans CER Samples	All teachers	\$0
	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> Guest speakers will be invited to share their expertise as teachers deem appropriate to deepen student knowledge and link to real world concepts.	Guest sign-in sheets Lesson Plans Student reflections	All teachers	\$0
	<b>KCWP3:</b> Design and Deliver Assessment Literacy	<b>KCWP3:</b> Teachers will vertically plan and collaborate at least once per month to analyze student products, evaluate instruction effectiveness and monitor student achievement toward reaching writing standards.	Meeting notes	All teachers	\$0
	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> The district writing coach will conduct on-site visits with classroom teachers to assist with instruction, modeling and student conferences	Guest sign-in sheets Lesson plans Student achievement	All teachers	\$0

3: Gap

State your Gap Goal

<b>Goal 3: Gap Goal</b> <b>Increase the average combined reading and math proficiency rates for all students in the Gap Group(economically disabled) from 62.4% in 2018 to 75% in 2021.</b>					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b>  <b>Increase the average combined reading and math proficiency rates for all students in the Gap Group(economically disabled) from 62.4% in 2018 to 66.5% in 2019.</b>	<b>KCWP4:</b> Review, Analyze and Apply Data	<b>KCWP4:</b> Teachers will use the computerized program Grade-Cam to score various assessments. Reports will provide a breakdown of specific skills/standards that were not met and results will be discussed during grade level PLCs to determine instructional changes and/or grouping of students for remediation.	Grade Cam Reports	08/01/2018 -08/01/2019	\$1500
		<b>KCWP4:</b> Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP’s Goal Setting Worksheet and STAR’s various goal setting options.	Student Goals	08/01/2018 -04/01/2019	\$0



**Goal 3: Gap Goal**  
**Increase the average combined reading and math proficiency rates for all students in the Gap Group(economically disabled) from 62.4% in 2018 to 75% in 2021.**

	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to 21 <sup>st</sup> Century tutoring and/or after school services.	Referrals Program records	08/01/2018 -05/01/2019	\$0
	<b>KCWP5:</b> Design, Align, Deliver Support Processes	<b>KCWP5:</b> Teachers will provide parents/guardians relevant information, materials, and ideas to help struggling students meet standard requirements.	Parent Contact Logs	08/01/2018 -08/01/2019	\$0
	<b>KCWP6:</b> Establish Learning Culture and Environment	<b>KCWP6:</b> School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/01/2018 -08/01/2019	\$200 PTO
	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> Teachers will collaborate with all pertinent resource teachers to determine student placement and program services that best meet student needs.	Program records Teresa McFarland Elizabeth Meadors Marie Carr Jenny Chute	08/01/2018 -08/01/2019	\$0

**Goal 5:**  
**Growth Goal**  
**Increase the average combined reading and math growth rates from 17.4 in 2018 to 20 in 2021.**

Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> <b>Increase the average combined reading and math growth rates from 17.4 in 2018 to 18.2 in 2019.</b>	<b>KCWP4:</b> Review, Analyze and Apply Data	<b>KCWP4:</b> Universal assessments; MAP, STAR Reading and/or STAR Early Literacy will be used in conjunction with classroom performance to determine the most appropriate intervention for those not meeting grade level benchmarks. Intervention plans will be created by the student’s instructional team.	Assessment results AIMSwebPlus records	08/01/2018-08/01/2019 All teachers	\$0
	<b>KCWP5:</b> Design, Align and Deliver Support	<b>KCWP5:</b> Students in need of additional instruction have opportunity to attend after school homework help provided by the 21 <sup>st</sup> Century Grant Program. They also have teacher assistance from 7:00-7:30 each morning for tutoring or computerized enrichment.	MAP Growth Program records	08/01/2018-08/01/2019 All teachers	21 <sup>st</sup> Century Grant Funds
	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> Small group instruction delivers direct instruction and/or specific need intervention programs inside the classroom for at-risk students;	Formative/summative assessments	08/01/2018-08/01/2019 All teachers	\$0
		<b>KCWP1:</b> All students will receive research-based instruction through the classroom reading and math curriculum; Houghton Mifflin Journey’ reading series	Weekly assessments	08/01/2018-08/01/2019 All teachers	\$0

Goal 5:  
Growth Goal

Increase the average combined reading and math growth rates from 17.4 in 2018 to 20 in 2021.

		and the Go-Math series.			

6: Transition readiness

State your *Transition readiness* Goal

Goal 6: Transition Goal Increase the percentage of students who are academic, career and EL ready by increasing the average proficiency and separate academic indicators from 80 in 2018 to 87.5 in 2021.		
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

**Goal 6: Transition Goal**  
**Increase the percentage of students who are academic, career and EL ready by increasing the average proficiency and separate academic indicators from 80 in 2018 to 87.5 in 2021.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> <b>Increase the percentage of students who are academic, career and EL ready by increasing the average proficiency and separate academic indicators from 80 in 2018 to 82.5 in 2019.</b>	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> Teachers will utilize variety of digital resources to differentiate instruction, assess, remediate and enrich student learning. Digital resources will be aligned with state standards.	Usage reports Assessment results Lesson plans	08/01/2018-08/01/2019 All teachers	\$0
	<b>KCWP1:</b> Design and Deploy Standards	<b>KCWP1:</b> Instruction and assessments will be delivered and scored in formats reflective of the methods used in universal and accountability testing.	Lesson plans Assessments	08/01/2018-08/01/2019 All teachers	\$0
	<b>KCWP6:</b> Establishing Learning Culture and Environment	<b>KCWP6:</b> Teachers will maintain open communication with all parents. Parents of students identified as at-risk will be encouraged to take an active role in remediation.	Communication records Remediation plans	08/01/2018-08/01/2019 All teachers	\$0
	<b>KCWP5:</b> Design, Align and Deliver Support	<b>KCWP5:</b> The FRC Coordinator will conduct home visits when a need has been identified. Based upon the need, the coordinator may refer the family to the proper agency for assistance to reduce learning barriers.	FRC records	08/01/2018-08/01/2019 All teachers/staff Shirley Lawson	FRC Funds
	<b>KCWP2:</b> Design and Deliver Instruction	<b>KCWP2:</b> Teachers will use research-based strategies to provide support to Tier I struggling students such as; peer tutoring, study buddy, cross-age tutoring, computer assisted programs, guided reading groups.	Lesson plans	08/01/2018-08/01/2019 All teachers	\$0
		<b>KCWP2:</b> Reading fluency and math fluency strategies will be utilized in the primary grades through the use of Fluency Folders and Extra Math computer program to increase automaticity of foundational skills.	Student folders Computer reports	08/01/2018-08/01/2019 Grades 1-3 teachers	\$0

**Assessment of Individual Student Progress Policy**  
**Including Testing and Reporting**

**Assessment Mandates**

Pleasant View School will administer the following assessments as required by the state, local board of education and all applicable grants. Timelines, participates, procedures, and frequency will adhere to testing requirements.

Assessment requirements change periodically; therefore, any mandated changes will be honored by this policy.

Test results will be communicated to all stakeholders in a timely manner and be used to drive curriculum and the annual Comprehensive School Improvement Plan.

<b>Assessment</b>	<b>Grades</b>	<b>Required by</b>	<b>Frequency</b>
STAR Early Literacy	Grades K -1	Board of Ed Save the Children	Three times per year
STAR Reading	Grades 2-6 Independent Readers	Board of Ed Save the Children	Three times per year
Independent Reader	1 <sup>st</sup> Grade Non- Independent readers	Board of Ed	Three times per year
MAPS Reading Assessment	Grades K-6	Board of Ed	Three times per year
MAPS Math Assessment	Grades K-6	Board of Ed	Three times per year
MAPS Language Usage	Grades 2-6	Board of Ed	Three times per year
K-PREP KDE Required Grade Level Content	3 - 6	Board of Ed	Annually
ITBS	K – Reading, Math, Language	Board of Ed	Annually
ITBS	Grades 1-2 Reading, Math, Language, Science, Social St.	Board of Ed	Annually
Letter ID, Sound, Sight- words, Number ID, Name Writing	Kindergarten	Board of Ed	Every Grading Period
Keyboarding Placement	6 <sup>th</sup> Grade	Board of Ed	Annually
Writing Folders	K-6	Board of Ed	Annually

Date of Adoption: \_\_\_\_\_

Chairperson: \_\_\_\_\_

## **Title I Parent Involvement Policy**

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents of students participating in the Title I program. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

### **Expectations for Parent Involvement**

Contingent on confirmation of resources and other necessary information being provided by state and federal opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents and the schools.

All comments indicating parents' dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the BOE. These goals and standards shall be shared with parents in a manner that will give: 1) timely information about programs, 2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, the achievement level of their child on each of the state academic assessments, and 3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

### **Support for Program**

If the District's Title I allocation is \$500,00 or more, the District shall reserve not less than one per cent (1%) of its allocation for the purpose of promoting parent involvement and shall distribute to Title I schools not less than ninety-five percent (95%) of the reserved funds. Parents of participating students shall be provided the opportunity to help decide how this portion of the title I funds will be allotted for parental involvement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1) Designation of resources to assist in communicating with parents, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

2) Sharing options for coordinating and integrating Title I programs strategies with services of other community programs, businesses, and agencies.

3) Identification of ways in which parents can be involved in staff training activities to demonstrate the value of parent involvement and various techniques designed to successfully engage parents as equal partners in their child's education.

4) Making a good faith effort to convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend for informing parents of their school's participation as a requirement for Title I programs and of their rights to be involved.

5) Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:

a) Does this policy increase parent participation?

b) What barriers to parent participation still exist, and how can they be reduced or removed?

The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this policy, if necessary.

6) In the design of activities and materials for parents, particular attention shall be give to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.



## **School Policy**

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent involvement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students. A copy of each school's parent involvement policy and accompanying checklist shall be kept on file in the Central Office.

### *References:*

*Section 118 of Improving America's Schools Act (IASA) of 1994*

*P.L. 107.110 (No Child Left Behind Act of 2001)*

*KRS 158.645, KRS 158.6451*

*Related Policies 03.112,08.1345,09.11*

*Adopted/Amended 2/12/04 Order #:6*

Date of Adoption: \_\_\_\_\_

Chairperson: \_\_\_\_\_

## **Pleasant View Elementary School System of Intervention Plan**

### **Overview**

Pleasant View Elementary School utilizes Kentucky System of Interventions (KSI) framework as guidance which emphasizes optimizing instruction through targeted accelerated learning, development of teacher expertise and responsiveness to the needs of all learners. What is effective for every learner is a systematic and ongoing assessment of their academic and behavioral needs and using the data in collaborative conversations with parents/guardians and educators in the interest of preparing students to be college and career ready to live and work in a global society.

This approach to Response to Intervention (RTI) provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding students smoothly from preschool through post-secondary transitions that lead to learning success.

### **Procedures**

#### **Step One—Develop Intervention Team**

Intervention team is made up of school staff members who are trained to offer confidential help to students and their families when personal problems interfere with progress in school. Team members may include the principal, school counselor, school social worker, Family Resource Center or Youth Service Center staff, school nurse, teachers and other helping professionals.

#### **PURPOSE OF THE TEAM**

The School Wide Assistance Team is available to help teachers, students and families. Members of the team meet regularly in an effort to resolve student problems and/or assist families to address problems.

#### **Step Two-Tier Intervention Approach**

##### **Universal Screening/Core Instruction Tier I**

Tier I is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content.

##### **Analyze Curriculum and Instruction**

Pleasant View's existing academic and behavioral curriculum and instructional resources utilized to evaluate effectiveness and identify curricular gaps include:

- Universal academic and behavioral curriculum accessible to all students: All students are taught a curriculum that aligns academic and behavioral expectations to Kentucky's Program of Studies/Kentucky Core Academic Standards across content areas and grade levels.
- Vertical and horizontal analysis of instruction: Staff members participate in an analysis that determines the alignment of instructional techniques across content areas and grade levels.
- Effective academic and behavioral instruction is accessible to all students.

- Appropriate resources are available for all levels of the school's intervention system.
- Professional learning opportunities support all teachers in administering and analyzing screening/ diagnostic assessments, implementing intervention and progress monitoring in the general education classroom.

Pleasant View Elementary continuously provides highly effective instruction include:

- Effective classroom discussion, questioning and learning tasks
- Focused, descriptive, qualitative, and frequent feedback to students
- Clearly defined learning and behavior targets in student-friendly language
- Student work/behavior models that meet the learning/behavior target(s)
- Critical and creative thinking prompts or questions
- Differentiated instruction
- Student engagement in self-assessment, self-reflection and peer-analysis based on learning and/or behavior targets

Universal screening is a process through which all students and their educational performance are examined in order to ensure that all have an equal opportunity for support for high-end learning. Universal screenings help determine which students need diagnostic assessments for instruction or behavior that will provide the school implementation team and the student intervention team with information to guide decision-making.

Universal screenings are administered at the beginning of the year to evaluate student progress and determine which students need further diagnostic assessment. Kentucky schools are using a variety of assessments as universal screeners. *Universal screeners are administered, scored and interpreted in a short timeframe to allow for timely decision-making.*

## **Tier II-Progress Monitoring**

Pleasant View Elementary implements a data collection plan for all students who are not successful during Tier I which includes:

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students

Pleasant View utilized AIMSweb program to benchmark and progress monitor each student.

These results of progress monitoring inform decisions about instruction at the classroom level and the individual student level. Progress monitoring includes:

- Analysis of student performance on formative assessments. These will inform instructional decisions to provide a seamless system of intervention for improving student achievement (e.g., questioning, observation, student feedback, parent information).
- Collected data (anecdotal classroom records, student self-reflection, parent input, teacher-made assessments, etc.) on students' strengths as well as their needs.

**Tier 2** is provided *in addition* to academic and behavioral interventions for students not making adequate progress. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to their needs based on results of continuous progress monitoring.

## Curriculum and Instruction

When a student's universal screening and other data results indicate the student is struggling to meet benchmark skills/grade level expectations, Pleasant View begins providing a Tier 2 intervention which is regularly monitored to determine the effectiveness or intervention change.

Students must receive general education instruction *plus* targeted intervention. Movement between the tiers level of support is fluid and based on the student's response or non-responsiveness to instruction.

Elements of Tier 2 include the following:

- Access to highly effective, evidence-based instructional interventions for targeted students:
  - ❖ Multiple academic or behavioral interventions may be used to address student needs.
  - ❖ Match instructional interventions to student academic and behavioral needs.
- Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s):
  - ❖ Students move from one intervention to another within Tier 2 as evidenced by student response to formative assessment.
- Professional learning opportunities support classroom teachers and interventionists in the implementation of targeted instruction for academic and behavioral needs.

The purpose of progress monitoring/formative assessment at Tier 2 is to determine whether the intervention is successful in helping the student meet academic/behavioral expectations at an appropriate rate. The use of progress monitoring data informs the decision-making process. The student intervention team determines the process for monitoring students' progress and which students would benefit from additional instruction/intervention.

Progress is monitored frequently to determine whether the intervention is successful in helping the student learn at an appropriate rate and/or if continuous progress is occurring. Students receiving interventions in the targeted level are generally monitored weekly, but can be monitored more frequently, based on the data collection plan developed by the student intervention team and the protocol of the intervention.

## Parent Notification

Pleasant View provides continual and purposeful two-way communication between school and home which enables a partnership in meeting students' educational needs. Pleasant View practices for parent involvement/awareness include:

- Assessment data reports (state and district assessment)
- Progress reports
- Tier intervention progress report
- Parent/Teacher meeting to keep parents up-to-date on student academic development

## Tier III Intensive Instruction

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently.

For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2.

### **Curriculum and Instruction**

Students who continue to have difficulty in acquiring necessary academic or behavioral skills are provided with instruction that is more explicit, more intensive and comprehensive, and specifically designed to meet their individual needs. Pleasant View provides Tier 3 intervention to students with low-content area skills and/or who have not showed adequate progress when provided with primary and secondary interventions. Tier III interventions are more intensive and includes more explicit instruction that is tailored to meet the individual needs of a struggling student.

Elements of Tier 3 include:

- Access to highly effective, evidence-based instructional interventions for academic or behavioral skill needs or strengths for identified students.
- Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s).
- Support for professional learning opportunities focused on:
  - ❖ knowledge and understanding of the school's Tier 3 instruction, especially for the teacher(s) implementing Tier 3
  - ❖ the decision-making process used in the school's intervention system.

### **Progress Monitoring**

Pleasant View utilizes AIMSweb program to monitor and to track academic and behavioral assessment results and student performance at the intensive instruction level. Progress data is continually reviewed and evaluated to determine appropriate intervention or intervention need to meet student's identified academic or behavioral needs.

### **Step Three-Intervention Results**

Upon completion tier interventions, Pleasant View teams (including the parent/guardian of the student) evaluate the results of each tier intervention progress data to determine if there is possible contributing factor for unsuccessful academic achievement. Students whom show inadequate progress are referred for an educational evaluation either through a 504 plan or special education referral. Results of this evaluation will guide the team in making appropriate modifications to meet student's identified education needs.

## **2018-2019 Phase Three: Closing the Achievement Gap Diagnostic**

### **Phase Three: Closing the Achievement Gap Diagnostic**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/20/2018

Status: Locked

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attached Document.

### **ATTACHMENTS**

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



## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our school is comprised of 151 tested students in 2017-18, 133 of those qualified for free lunch, which is 88% of our population. 47 of those students qualified for special education services, which is 31% of our population. Gender populations are equitable; males compose 78 students or 52% of our population while there were 73 females, which accounted for 48% of our population. Our population is predominantly white, white students make up 97% of our population. 2% of our students identified with two or more races. All of this information tells a story of the culture of Pleasant View Elementary. Our two largest gap groups are free and reduced lunch populations and students who receive special education services.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Pleasant View Elementary has maintained progress gained with gap scores over the last two academic years. In 2016-17 the overall reading score was 61.3 proficiency while 60.7% of Free and Reduced Lunch students scored at proficiency. In 2017-18 the average for all students was 64.9% proficiency, free and reduced lunch student population remained just 1% behind the overall group score at 63.9%. In mathematics in 16-17 61.3% of students scored proficient while 60.3% of free and reduced students scored at proficiency. In 2017-18 61.6% of students scored at proficiency while 60.9% of free and reduced students scored proficient.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

One area of improvement has been the performance of students identified as economically disadvantaged in the area of science. In 2018 the economically disadvantaged group outperformed all students in the area of science. The science index for all students was a 64.6 while economically disadvantaged students score an index of 65.7.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

In 2017-18 the free and reduced lunch gap group outperformed the prior year in all areas. Growth was shown in every academic area. In 2017-18 Female students remained slightly behind their male counterparts in the area of mathematics. Female students scored 57.5% in proficiency compared to 65.4% of males who scored proficient or distinguished. The overall student group scored at a rate of 61.6% of proficiency. Males also outscored female students in the area of reading. In 2017-18 67.9% of males scored at proficiency while 61.6% of female students scored at proficiency. This compares to the overall student group score of 64.9% proficiency. It shows that female students were outscored by their male counterparts in both math and reading. This means that males outperformed females in the combined math and reading proficiency rating by 7.2%. While this number isn't a staggering rate it does recognize that male students continue to outpace female counterparts at Pleasant View.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

The school utilizes Save the Children (STC) to improve literacy. The STC program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction. This helps children grow as readers and learners. The district and school also collaborates with the school on "Professional Development." Each year, the district hosts teacher academies for professional learning. The teachers were provided professional development opportunities to enhance reading/math knowledge and strategies. The schools and the district identified gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions. The district and school also collaborates with the school on "involvement" by offering the PAVE program. They become team members in education. PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Pleasant View has one of the highest participation rates of PAVE volunteers and accounts for nearly 30% of the Districts volunteer hours. The school also utilizes the 21st Century After school Enrichment program to provide additional intervention services as well as offers enrichment in reading, math, and science programming for grades 1-6. Programming is offered to students in the morning for fifty minutes along with an additional 130 minutes of programming four days a week. The school also continues to actively recruit female students into the 21st Century and Save the children after school programs. Female participation outpaces male participation in both programs by more than 15%.

## **ATTACHMENTS**

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

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Pleasant View has faced impediments that we have yet to overcome to completely close the achievement gap. The greatest impediment to our completely closing the achievement gap is the fact that students enter school behind their same age peers. Our 2017-18 Kindergarten Readiness data indicates that 44.4% of our students are not ready for Kindergarten, in 2016-17 that number was 71.9% and in 2015-16 that number was 63.3%. In 2018/19 we continue to identify students who are not ready to attend Kindergarten. In 2018/19 we seen 50% of our students identified as not ready to attend preschool. This trend does show us that the number of students who are identified as ready for Kindergarten is decreasing. However, state assessment data does not reveal these statistics as we do not assess these students at the state assessment level. Also promising is that female students showed to be ready at a higher rate in 2018-19 than in previous years. Female students were identified at a rate of 58% ready for kindergarten while male students showed to be ready at a rate of 42%. Readiness at the state level is around 49.9%. Through various methods we will continue to identify these students and implement interventions to monitor their progress.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The role of teachers, leaders and stakeholders is to enhance student achievement. Each shall develop policies that contribute either directly or indirectly to accomplishing our mission and policies, which will contribute directly, or indirectly to student achievement by improving teaching and learning at our school. The Comprehensive School Improvement Plan (CSIP) provides a focus for the school community in efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the process will adhere to the school's Committee By-laws and described in the CSIP's Executive Summary. Committees will be responsible for the following: • Reviewing & analyzing assessment data when they become available, identifying needs and causes and recommending changes in

programs and strategies when needed. • Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment. • Developing and revising the CSIP, including identifying funding sources and professional development. • Reporting twice a year on the progress of implementation of the plan to the SBDM Council through the use of Eprove Tools and other state provided platforms. Teachers, Leaders, and Council Members have the responsibility for adopting and monitoring the CSIP. In doing so, the Council has the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan.
- Technology and equity are embedded in the CSIP.
- Funding is appropriately monitored.
- Professional development is appropriately implemented.
- The implementation and impact checks are being completed.
- The plan is amended or updated based upon student needs.
- Work is being done to close the achievement gaps.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the number of students identified as economically disadvantaged from 63.9% proficiency to 67.6% in 2019 in reading. Increase the number of students identified as economically disadvantaged from 60.9% proficiency to 65.6% proficiency in the area of mathematics in 2019.

#### **ATTACHMENTS**

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

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment Below.

#### **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group	This describes the Gap Groups and the percentage of the student population they make up	III
 Measurable Gap Goals	This attachment includes measurable gap goals for economically disadvantaged students in both reading and mathematics.	III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced Lunch/235	87.40%
Students w Disability/82	30.50%
Male/139	51.70%
Female/130	48.30%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the number of students identified as economically disadvantaged from 63.9% proficiency to 67.6% in 2019 in reading.	Review, Analyze and Apply Data	Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC	1500
Increase the number of students identified as economically disadvantaged from 63.9% proficiency to 67.6% in 2019 in reading.	Review, Analyze and Apply Data	Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC	0
Increase the number of students identified as economically disadvantaged from 63.9% proficiency to 67.6% in 2019 in reading.	Review, Analyze and Apply Data	Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to 21 <sup>st</sup> Century tutoring and/or after school services	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers. Richard Frazier, 21st Century Coordinator	PLC	0
Increase the number of students identified as economically disadvantaged from 60.9% proficiency to 65.6% proficiency in the area of mathematics in 2019.	Review, Analyze and Apply Data	Teachers will use formative	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC	1500
Increase the number of students identified as economically disadvantaged from 60.9% proficiency to 65.6% proficiency in the area of mathematics in 2019.	Review, Analyze and Apply Data	Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC	0
Increase the number of students identified as economically disadvantaged from 60.9% proficiency to 65.6% proficiency in the area of mathematics in 2019.	Review, Analyze and Apply Data	Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to 21 <sup>st</sup> Century tutoring and/or after school services	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC	0

## **2018-19 Phase Three: Title I Annual Review**

### **Phase Three: Title I Annual Review**

#### **Pleasant View Elementary School**

Bobby Gibbs  
85 Stringtown Road  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/14/2018

Status: Locked



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## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

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## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Based on the overall K-PREP results our needs assessment guided us in making effective data-based decisions. The combination of qualitative and quantitative analysis has proven to be successful in identifying gaps in student achievement and making instructional improvements. The collection of data includes grade specific universal assessments MAP, STAR Reading, STAR Early Literacy, IOWA, and K-PREP. Information was also gleaned from vertical and horizontal PLC notes, as well as, the KY TELL Survey and informal surveys.

### **ATTACHMENTS**

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

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## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Teams of teachers and stakeholders came together to aggregate academic and non-academic data that yielded discrete units of information. As the entire coalition started to compare and contrast their findings, trends, gaps and correlations begin to surface. An in-depth discussion resulted in data supported decisions. This year's K-PREP shows an increase in all content areas except social studies, which was predicted from teacher observation and STAR Reading benchmarks. Fifth grade teachers reported students struggled with grade level content as was seen in their MAP assessment scores as well. Several interventions were assigned to identified students such as the Save the Children Program, SRA Reading Series, and after school tutoring. Though teachers saw improvement in both classroom performance and assessment scores, students did not meet the projected growth in social studies. Math scores remained static though the mid-year MAPS assessment indicated at least a six-point gain from the previous year. Further investigation revealed our lowest score at the fourth-grade level. Analysis of this data has provided an opportunity for more intensive intervention focusing on basic mathematical operations at the primary level. Although we gained one point in the combined Reading and Math score, we missed our target objective of 68% with a score of 63.25%. The weakest performance was found at the fourth-grade level at 48.4% and sixth grade being the highest at 74.2%. Though analysis shows a fluctuation in performance levels, overall reading nearly doubled at the distinguished level. We significantly surpassed our writing objective by 30 points with a score of 67.4, which has been a targeted area for the past several consecutive years. In conclusion, the data confirmed our improvement plan is guiding us in the right direction.

### ATTACHMENTS

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## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Pleasant View offers a broad outreach and wide variety of opportunities for parents to become involved in their child's education along with numerous support systems through our Family Resource Center. According to the KY TELL Survey, it appears parents are well informed of student achievement and events with 96% of teachers agreeing that the school is supported by the community. However, 84% of teachers state that parents/guardians support teachers in a way that contributes to the success of students, which that number appeared to be inflated as discussions unfolded. Based upon all available data including sign-in sheets, Parent-Teacher events, Family Reading and Math evenings, use of the online parent Remind program, and private parent conferencing, parent involvement appears to be lower than originally thought. We acknowledge that parent support must go beyond of just informing in order to impact student achievement and make communications meaningful. A staple program in our district is the Title I P.A.V.E. (Parents as Volunteer Educators) program. Parents can apply to work inside the school where their child attends and be directly involved in their education. The program provides training that familiarizes them with school policies and procedures in order to establish a productive partnership. It also maintains a safe learning environment through required screenings and background check during the application process. Based upon parent feedback this program is appreciated for the training and screening process that ensures safety of the students. However, very few parents are P.A.V.E. volunteers. Title I is directly involved with the alternating monthly Family Reading and Math Nights throughout the year facilitated by teachers and P.A.V.E volunteers. Each event is built around state standards with a theme that compliments each enriching activity. Families in attendance rotate through various hands-on stations, which may integrate the use of technology, the arts, guest speakers, and themed based projects. Unfortunately, sign-in sheets show meagre attendance by parents, but a significant number of students remain afterschool for the events.

### ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Next year, family nights will be scheduled later in the evening to afford working parents a better opportunity to attend. We will gather data by surveying parents and students about their perceptions and expectations of family nights. This will guide our decision making toward improvements, which will strengthen home school relations. It is believed that a lack of systematic

communication to parents regarding family nights impedes parent attendance. To resolve this, we will publicize family events in a timelier manner in a variety of methods such as brochures that highlight each event, school's all-call system, school webpage and the Remind Program. We also plan to examine the idea of offering one parent workshop session during each event. Sessions would provide parents with reading/writing/math demonstrations and resources designed to help them assist their children with various school assignments.

### **ATTACHMENTS**

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

## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funding supports the entire improvement plan because of how funds were dispersed, which was mainly for personnel to serve students identified as in need of additional instruction according to various benchmark and universal assessments. Following each cycle of universal testing Title I collaborates with homeroom teachers to design an intervention plan that best meets the student's needs. Intervention records include the type of intervention, the frequency, and progress monitoring data that is used for evaluation of effectiveness. A Title I teacher serves as a resource to all teachers in various capacities such as modeling, team teaching, demonstrations and participating in PLCs. Professional learning is a critical component of this role. She attends a wide variety of reading, writing, and technology workshops hosted by state approved organizations and cadres. Having this type of support is valuable in building consistency and continuity among grade levels and the sharing of research-based strategies and programs. She plays a key role in monitoring at-risk students during intervention and provides training in various intervention programs and strategies. Student's on-going progress is evaluated through classroom formative and summative assessments. Identification begins with the classroom teacher's observations, which leads to a triangulation of data. Our district uses the three tier RTI (Response to Intervention) model to customize a multi-tier approach to the early identification and support of students with learning and behavior needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Weekly progress monitoring allows teachers to make informed and timely decisions. Teachers are provided a document describing a variety of researched based strategies, programs and resources from which they could select to support students' specific needs. Because interventions are closely monitored they can be changed or modified as needed. Our improvement plan not only identifies priority needs, but also the main instructional strategies, programs, and activities utilized in all content areas for the purpose of communication. Stakeholders can see what is currently in place in order to make informed decisions concerning updates and revisions.

### ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The support systems, procedures, and protocols that are firmly in place for at-risk students has been most effective in student achievement. Because of teachers' knowledge of various interventions, protocols and strategies, interventions are quickly assigned once a student's needs have been identified. The expertise of program managers can assist in effectively matching the most appropriate intervention and recommend benchmark assessments. As student progress is analyzed against the intervention they received data-based decisions can be made throughout the intervention period. One area in need of attention is monitoring the integrity of the implementation of an intervention. Tier I and Tier II interventions can be implemented within the classroom and/or



in a resource setting by a certified teacher or a paraprofessional. Several factors could influence the effectiveness of an intervention's implementation. In order to determine an intervention's effectiveness valid data is critical.

### **ATTACHMENTS**

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

A school-wide data room has been created where student scores are tracked and analyzed using a variety of colors and symbols creating a quick visual of trends and gaps. At the conclusion of each assessment period, teachers along with the principal and a designated district instructional coach meet to analyze data. Intervention plans are evaluated based upon student progress. Program integrity will also be addressed in PLCs and during principal observations. Ensuring implementation integrity of an intervention is crucial in making data informed decisions. Program and strategy checklists will be used to review and monitor the quality of delivery of core components in our interventions and strategies. Our school is working toward a 1:1 ratio with Chromebooks so training will be important for both teachers and students. Title I will assist in the search for high-quality web-based programs to support identified needs of students.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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