

## 2017-2018 KDE Continuous Improvement Diagnostic

### KDE Continuous Improvement Diagnostic

**Pleasant View Elementary School**

Bobby Gibbs

85 Stringtown Road

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 08/01/2018

Status: Locked

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Bobby Gibbs, Principal Kenny Carr, S.B.D.M. Council Parent Member Herb Petrey, S.B.D.M. Council Parent Member RC Frazier, Librarian & S.B.D.M. Council Teacher Member Shane Gibson, PE & S.B.D.M. Council Teacher Member Marie Carr, Resource & S.B.D.M. Council Teacher Member Shirley Lawson, Family Resource Coordinator Rhonda Carr, PTO President Heather Stewart, District Reading Specialist Kim Creekmore, District Math Specialist Laura Bowlin, District Writing Specialist Stacy Sasko, P.A.V.E. (Parents as Volunteer Educators) Coordinator Virginia York, Parent Bonnie Frazier, Community Member Shelby Jean Baker, Community Member Debra Neitzel, Parent

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

According to the rubric our strongest points are found in Objective 2: Communications. Teachers are required to make one parent contact a day. The principal monitors the frequency of contacts to ensure parents and guardians stay informed of their child's progress and development. The methods of communications vary based upon parent preference as online programs are used as well as phone, notes and conferences. An annual open house provides community members and parents the opportunity to meet with school staff and become familiar with building procedures and protocols. A formal parent-teacher conference is held each semester with records confirming two-way communications is sustained throughout the year. Webpages and class newsletters offer grade specific information and are updated in a timely manner. An all-call system is used to remind parents of important dates and events as well as a marquee sign. We also show strength in Objective 1: Relationship-Building. The district encourages parental involvement within the school through its P.A.V.E. (Parents as Volunteer Educators) Program. Parents may become members at any point during the school year. Parents and teachers agree that a strong relationship is a catalyst for student achievement. Our school climate is friendly, inviting and conducive to learning. Both the school and district partner with several community stakeholders to support students' academic needs and personal well-being. Our FRC (Family Resource Center) conducts home visits to reduce barriers to learning. Surveys assess the needs of families, which helps guide the coordination of programs, workshops and assistance that the center provides.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Areas for improvement are identified within Objective 3: Decision-Making. A majority of parents and guardians do not take an active role in school improvement as evidenced by the S.B.D.M.

Council's parent election. This election resulted in less than 20% of the school's parent votes. It appears the process for seeking stakeholder's contributions for school improvement is limited as well. Factors such as insufficient communication among school groups such as PTO, Family Resource Center, and staff members appears to be a principle area of improvement. In addition, the absence of sharing and gathering information hinders the school's ability to create an authentic decision-making faction which leads to overall school improvement.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

The areas selected for improvement focuses on parent involvement for the purpose of school improvement. Stakeholders may not be aware of the opportunities available within the various programs of the school. They may be unclear of the underlying purpose and function of these sectors and how their involvement could affect overall improvement. In order to strengthen the knowledge of stakeholders, the school staff will create brochures that feature important elements of each faction operating within the school. Though the school disseminates a vast amount of information its main purpose is to inform. Brochures are persuasive with a targeted audience, which may prove effective in increasing parent involvement and participation. S.B.D.M. Council will conduct a survey each semester to gather data pertinent to school improvement. The intent is to not only gather information, but also to inform and engage parents who may be unaware of involvement opportunities. During the next S.B.D.M. Council election PTO leaders will distribute flyers describing the purpose and duties of a council member with words of encouragement to participate in the election process either through candidacy or the voting process. Leadership of each group; PTO, S.B.D.M. Council and FRC will develop a method to share information, which will create a more unified body of school-wide support.

**COMMENTS**

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

According to the 2017 TELL KY Survey, 76% of teachers agreed that efforts are made to minimize the amount of routine paperwork teachers are required to do. This is comparable to the district's average of 73.1% and slightly higher than the state average of 69.9%. This is an important issue due to the loss of instructional time. To address this issue, the principal will conduct a survey to identify the various types of paperwork teachers are required to do. He will compile the data and present it to teachers during a staff meeting. He will facilitate data analysis while gathering ideas and options on how to re-distribute, re-design, or improve the record keeping and documentation process. The school's media specialist could share technological ideas that may simplify a process or streamline documents of a similar purpose.

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**Part III**

1. How will the school engage a variety of shareholders 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.

Pleasant View's new facility prompted many new partnerships since its opening three years ago and it continues to grow. Parent members of our S.B.D.M. Council have helped build a strong support group that focuses on student achievement. Our council elections follow the guidelines stated in KRS 160.345. Parent elections are conducted by the school's PTO officers. Parents are sent a nomination form explaining the required legal qualifications, timeline and the process of electing two parent council members. The principal officially opens the nomination period of two weeks through a variety of media. Parents can mail, email, or drop nominations off at the school for the PTO president. Once the nominations have been verified a list of qualified candidates is generated and publicly posted forty-eight hours prior to the election. PTO officers count the votes and parent members are elected by plurality vote. Teacher member elections are conducted according to KRS 160.345 as well and adheres to the council Bylaws, which is attached. Teachers are elected by simple majority by those who are present. Once the council is formed, members receive the appropriate training from KDE on their roles and responsibilities. The council decides when they meet based upon parent and member input and they begin their council duties and responsibilities as described in the Bylaws.


**COMMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 PV Council ByLaws	A copy of the council bylaws that describes in detail the process of how members are selected and their roles and responsibilities.	1

# Pleasant View Elementary Site-Based Decision Making ByLaws

## **Purpose:**

The purpose of the Pleasant View Elementary S.B.D.M. Council ByLaws is to provide the council with a set of operational guidelines with which to function effectively.

## **Mission:**

The mission of Pleasant View Elementary S.B.D.M. Council is to address the academic, social and emotional needs of our students in order to set school policies that will enhance student achievement and help every student meet the goals established by the school council consistent with state laws. The school council shall assess, monitor, and evaluate the policies and programs of Pleasant View Elementary. The Council will strive to create an environment that shall enhance student achievement as required by KRS 160.345.

## **Composition of the Council:**

The S.B.D.M. Council shall consist of three teacher members, two parents and the principal as chairperson.

## **Requirements for Membership:**

**All Members:** No one may serve on the school council who has business interest in the school as designated by KRS 45A.340. New members must complete six hours of training from a Kentucky Department of Education endorsed trainer. Experienced members must complete three hours of training from a KDE endorsed trainer each year. In the event the council must select a principal, the council is required by law to obtain training in the recruitment and interviewing prior to beginning the principal selection process. Leave of absence for members will not be granted. Any member who ceases to be eligible to serve on Council shall resign. A member cannot participate in the discussion on decisions or discussions about any issue in which he/she has a business or financial interest.

## **TeacherMembers**

All certified employees assigned to the school as full or part time are eligible to serve on and vote for teacher Council members. Principals or assistant principals may not serve as teacher members nor vote in teacher elections. At one of the regularly called faculty meetings, the teacher representatives of the council will request that teacher elections be included on the agenda. The teachers present will select a Teacher Election Chairperson(s) to conduct the election. The Chairperson(s) will be chosen from among teachers who do

not intend to run for the council that year. The name(s) will be recorded in the minutes. The Chairperson(s) will be responsible for running the election including setting legal procedures to be followed and notifying the teachers of the date, place, and time of the teacher election. Teacher members must be elected by a simple majority (one half plus one) of the number of teachers assigned to the school. Chairperson will notify Principal of the elected teachers the following school day.

**Parent Members:**

He or she must be the parent, stepparent, legal guardian of a child who is or will be enrolled at the school during the elected term of office. The member must not be a district employee, a relative of a district employee, a member of the district school board, or the spouse of a district school board member. Relative is defined as father, mother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, or daughter-in-law. The parent-teacher organization will determine how the election will be conducted. The principal may assist in notifying parents of the election schedule and/or providing legal information on conducting an election. The parent-teacher organization will notify the parents and principal of those elected not later than five school days after the election by May 1<sup>st</sup>.

**Minority Representation** (any ethnic group underrepresented in the school):

A minority parent and an additional teacher will be elected, if the council formed (including the principal) after both teacher and parent elections does not have a minority member, and the school has eight percent or greater enrollment of minority students as of the previous October 1. The principal will be responsible for organizing the minority parent and teacher elections as follows:

- a. Following the general elections, if a minority member was not elected, the principal will organize a special election to elect a minority parent to the council. This election will be organized no sooner than ten and no later than twenty school days after the election (teacher or parent) which came last. The principal will notify all parents of the date, time, and location of the election. The notice will call for nominations of minority parents for the ballot. Minority parents for this ballot must meet the qualifications for parent members as outlined in subsection B of this section. At the election, parents may nominate additional minority candidates. The candidate receiving the most votes will be elected. In the event of a tie vote, a run-off will be held.
- b. Following the general elections, if a minority member was not elected, the Principal will call a meeting of all teachers in the building. This meeting will be called within seven school days after whichever election (teacher or parent) came last. The teachers will elect one minority teacher to serve as an additional teacher member

on the council. If there are no minority teachers who are members of the faculty an additional non-minority teacher will be elected. If there are minority teachers on the faculty, but they decline to serve, then no additional teacher will be elected.

#### **Council Vacancies:**

If a member of the council resigns, becomes ineligible, or is removed from office, another member shall be elected in a special election according to the parent or teacher election process held no less than ten days and not more than twenty days after the vacancy occurs. This person shall complete the required KDE training no more than thirty days after they are elected. The person elected in the special election shall serve the remainder of the term.

#### **Council Officers and Duties:**

##### ***Chairperson:***

The principal will serve as the chairperson of the council. He/she will head all council meetings and carry out all other specific council duties as assigned by the bylaws. Chairperson will ensure meetings adhere to the Kentucky Open Meetings' law and apply principles of the *Robert's Rule of Order*; rules for conducting a meeting.

##### ***Vice Chairperson:***

If a vice-chairperson has been chosen by consensus from within the council membership he or she will act as chairperson in the absence of the chairperson. The vice-chairperson may also serve as the chairperson for the council should the process of selecting a new principal become necessary.

##### ***Recorder:***

The S.B.D.M. members will elect a recorder for the council which will take minutes at each council meeting. The recorder shall prepare the minutes which reflect an accurate record of all motions made and all decisions/actions taken. He/she will copy, and distribute the approved minutes, marked as such, to each member of the council and post a copy in a place readily accessible to parents and teachers within five school days after each meeting. Copies will be provided of the final approved minutes to the superintendent's office. The recorder will review the Kentucky's Managing Government Records of good recordkeeping.

#### **Terms of Office:**

The terms of parent and teacher members shall be one year beginning July 1 and ending on June 30 of the next school year. Eligible members may run for re-election to consecutive terms.

**Reporting:**

By November 1<sup>st</sup> each year, the principal will ensure that names, addresses, and the training completed of each council member are reported to the Kentucky Department of Education.

**Council Ethics & Conduct:*****Attendance:***

Members of the council will attend all council meetings. If a member is unable to attend a meeting, he or she will notify the Chair of the Council. If a member is unable to attend on a consistent basis, the Chair of the Council will contact the member to consult and to discuss the possibility of resignation. A member who has three unexcused absences from council meetings will be asked to resign.

***Ethics:***

Fulfill responsibilities with honesty and integrity

Obey all local, state, and national laws

Abide by policies set by this council

Demonstrate a willingness to work as a team

Demonstrate willingness to compromise in the interest of the welfare of others

Show support of decisions made by the council

Avoid sharing information that is considered confidential by the council

Represent his/her constituency group as accurately as possible

Avoid using positions for personal gain through political, social, religious, economic or other influence Demonstrate respect for all people regardless of race, national origin, sex, religion or political affiliations.

**Responsibilities:**

The council will make no decisions on issues that are not under council jurisdiction by law.

The following issues are within the purview of the School-Based Decision Making Council:

1. School Improvement Planning
2. School Safety Plan
3. Ungraded Primary Program (Elementary)
4. Assessment Data Analysis
5. Achievement Gap Targets
6. Professional Development



7. Spending on textbooks, instructional materials, student support, rewards, and staff (including determination of the number of persons to be employed in each job classification)
8. Consultation before the principal selects people to be hired (See Attachment F)
9. Selection of a new principal

Council will adopt policies required by the law in the following areas and will monitor policies to ensure they are in compliance with state and district guidelines;

- a. Alignment with State Standards
- b. College-Level Courses (Secondary)
- c. Committees
- d. Consultation
- e. Curriculum
- f. Discipline, Classroom Management, and School Safety
- g. Enhancing Student Achievement
- h. Extracurricular Programs
- i. Instructional and Non-Instructional Staff Time Assignment
- j. Instructional Practices
- k. Parent Engagement (Title I Schools)
- l. Program Appraisal
- m. School Day and Week Schedule
- n. School Space Use
- o. Student Assignment
- p. Technology Use
- q. Wellness (Primary to Grade 5)
- r. OTHER: Policies not required by law but required by the local district, and required by the Standards and Indicators for School Improvement

***Improper Meeting:***

Council members will not meet to discuss council business in a group that constitutes a quorum without following the procedures for scheduling a meeting of the full council in accordance with the Open Meetings Law

***Intentional Interference with S.B.D.M.***

No member of the council will intentionally engage in a pattern of practice which is detrimental to the successful implementation of or which circumvents the school-based decision making process.

**Removal of Members:**

A member who violates the standards of conduct and does not submit a written letter of resignation to the council could be reprimanded or removed in one of the following ways:



***Commissioner's Recommendation:***

The Commissioner of Education can recommend removal for immorality, misconduct in office, incompetence, and willful neglect of duty or nonfeasance. The local board of education then holds a hearing into the charges to decide whether removal is warranted.

***Office of Education Accountability***

The Office of Education Accountability (OEA) can investigate claims of intentional interference with school-based decision-making. If the OEA cannot resolve the issue, it is forwarded to the Kentucky Board of Education, which holds a hearing to determine whether the charges are valid. The first time the Kentucky Board finds a person guilty of such interference, the person will receive a reprimand. The second time, the person can be removed from office.

**Meetings:**

All Council meetings will comply with the requirements of the Open Meetings Law and be open to the public unless the council goes into closed session under the provisions of the Open Meetings Law. Council members may attend three types of meetings:

***Regular Meetings:***

At the first council meeting on or after July 1<sup>st</sup> each year, the council will designate a regular meeting time and place. The principal will post a copy of the regular meeting schedule in a place regularly accessible to parents and teachers. He or she will use any other methods deemed appropriate to make the schedule readily available to the public. The chairperson with the approval from a majority of the council may cancel regular meetings if needed.

***Regular Meeting Agenda***

Though an agenda is not statutorily required for regular meetings, the chairperson will prepare a preliminary agenda marked as such. Anyone may submit items for inclusion on the agenda to the chairperson no later than two school days before a scheduled meeting. The preliminary agenda will reflect Robert's Rules of Order that includes;

- a. Organization's Name
- b. Date, Time, Place
- c. Call to order
- d. Attendance of members present
- e. Approval of agenda (Preliminary items may be added, deleted, or modified at this time)
- f. Reading & Approval of last meeting's minutes
- g. Unfinished Business (Tabled Items)
- h. New Business (Current items & issues)
- i. Misc item – providing opportunity for the public
- j. Dismissal

### **Special or Emergency Meetings:**

Any meeting not at the regular meeting time or place is a special meeting. A special meeting of the council may be called by the chairperson or by a majority of council members. Any special meeting of the council will comply with the requirements of the Open Meetings Law. At the beginning of the meeting the chairperson must describe for the minutes the reason(s) why the normal timeline of a regular called meeting would not have sufficed.

### **Special & Emergency Meeting Agendas**

An agenda must be created containing the organization name, date, time, place and *specific* topic(s). Only the topics listed may be discussed at the meeting. Items may be subtracted from that agenda with council approval at the beginning of the meeting but items *cannot* be added or revised.

### **Written Notice**

The person or persons calling the special or emergency meeting will prepare a notice that states the date, time, and place of the meeting with a *specific* agenda. The Notice will be posted in a conspicuous public place and where the meeting will be held. The notice shall be communicated to every council member and to the media at least 24 hours in advance.

### **Closed Sessions:**

The council may go into closed session only to discuss hiring personnel (KRS 612.810(1)(f), or actual or pending litigation (KRS 61.810(1)(c). The following procedures will be followed to go into a closed session:

1. A motion will be made and a vote taken by the council to enter into a closed session to discuss individual applicants for hiring under KRS 61.810(1)(c) or litigation under KRS 61.810(1)(f).
2. The *motion and results* of the vote *including the statute number* allowing the closed session will be recorded in the council minutes.
3. Only the specific topic announced in the open session motion may be discussed in the closed session.
4. No council action may be taken in a closed session.
5. The council *will return to open session to vote/make* any decisions.
6. Minutes are not required during the closed session, but the final decisions/votes or results of the closed session *shall be* recorded in the council minutes.
7. If council reaches consensus, the public may be invited to observe a closed session.

### **Records:**

#### ***Library Copy:***

At least one notebook of council records will be maintained and made available in the school library as part of normal library operations. This notebook will contain copies of the council bylaws, all council policies.

#### ***Open Records Request:***

The principal will be the official records custodian and will make available the notebooks of council bylaws, minutes, budgets, CSIP and other public records to those who have submitted a written request.

#### ***Office Records:***

All council records will be maintained in the school office in accordance with the State Archives Records Retention Schedule (725 KAR 1:030). (See Attachment C)

### **Committees:**

Pleasant View Elementary has no standing committees. Ad Hoc Committees may be appointed only on an as needed basis. Committees shall be formed to help complete specific tasks and once the committee's tasks have been completed, the committee will dissolve. The principal, with approval from the council, shall form the Ad Hoc Committees and be composed of teachers and parents. They shall select their chairperson and secretary from its membership during the first committee meeting and make decisions by consensus or majority vote if consensus is not reached. All committee meetings shall be open to the public.

### **Decision Making:**

#### ***Quorum:***

Two-thirds of the members of the council must be present for the council to make official decisions with at least two teachers and on parent present.

#### ***Consensus:***

The council will operate by consensus decision-making. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard. The chairperson will ask each member if consensus has been reached. If not council shall make a decision through voting.

#### ***Consensus Failure:***

Council voting will be done only when the council must have a decision and consensus has failed. A decision shall be made by four members of the body. A tie vote will result in the motion being tabled for further discussion and evaluation.

### **Adoption of Policies:**

Policies are defined as written documents that establish rules, procedures, guidelines, standards, or principles to guide decision-making in various situations. They shall include those required by law and additional policies reflected in the SISI Document or as chosen by the council. All policies set by the council shall be consistent with state and local board policies. To be officially adopted, a policy will have a reading at *two* different council meetings and never adopted during the same meeting in which it was introduced. Adopted policies are binding until the council amends them.

### **Revisions & Amendments & Reviews:**

The council may amend these bylaws and/or policies as needed; adhering to the above timeline adoption process. Policies and bylaws will be evaluated for effectiveness, fairness and accuracy on an ongoing basis by each new council. They will be updated, revised or amended as needed to best serve students and comply with district and state laws.

### **Appeals of Council Decisions:**

The District Board of Education has established a process of appeals of council decisions.

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

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

*\*ByLaws revisited & revised based on the 2006 KASC ByLaws Kit.*

## **2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic**

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

### **Pleasant View Elementary School**

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

Last Modified: 08/01/2018

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## CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

### Equitable Access to Effective Educators School Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Based upon the school report card Pleasant View's student population shows a minute diversity of 4% minority students and no English Language Learners. Thirty-one percent are identified with disabilities and 235 experience poverty based upon the free/reduced percentage of 87.4%. Our principal and nineteen teachers have four or more years' experience and current data shows four teachers have three or less. Slightly over half of the teachers hold a Master's Degree, 39% has Rank I, and 8.7% holds a Bachelor's Degree. All teachers are working in their certified fields. We have no National Board-Certified teachers at this time and due to mobility and attrition we have a 13% turnover. Student data certainly classifies our school as high need, but the strategies and activities included in our improvement plan will confirm that our district and school leadership strives to recruit and retain highly effective teachers for all students. Our self-selected indicator comes from the 2017 KY TELL Survey, which has been identified as influential factors of teacher retention and effectiveness. Twenty-four percent of teachers disagree that sufficient efforts are made to minimize the amount of paperwork teachers are required to do, which is comparative to both the district and state percentages. Twelve percent of teachers disagree that they are allowed to focus on educating students with minimal interruptions, which is twice as high as the state average. Sixteen percent of teachers say parents and guardians do not support their children in a way that contributes to their academic achievement. K-PREP data reveals only slight differences in student performance among poverty groups in both reading and math, however, it reveals some significant differences in the performance of students with IEPs and those without. In math, an average of 3.9% of IEP students scored below those without an IEP at the novice and proficient performance levels and 19.4% at the apprentice level. At the distinguished performance level the obverse is seen with 27% of students with IEPs outscoring those without IEPs. A very similar configuration is seen in reading with 20.5% of IEP students outscoring those without IEPs at the distinguished performance level and 6% at the proficient level, but an average of 11% of students without IEPs outscored IEP students in the novice and apprentice level. Ensuring students have equal access to effective educators begins with recruitment. All hiring is conducted according to state and district guidelines. Our S.B.D.M. Council policy, Consultation on Hiring (attached), describes the procedures and timelines in filling a certified vacancy. Once the position is declared and classified it is posted on the Kentucky Educator's Placement Service website. A pool of qualifying candidates is first selected and screened by the superintendent. Applications are forwarded to the council where members develop a plan for interviewing their selected candidates. Candidates are encouraged to submit artifacts in support of their qualifications and may be asked to complete a performance event during the interview. The interviewing committee makes a recommendation to the principal who makes the final hiring decision. As teachers become part of our staff, the district, state and school has a number of appropriate strategies and supports to help them become effective in their job specific roles. District instructional coaches and the Title I Coordinator conducts bi-monthly meetings for inexperienced teachers in addition to KTIP services. These informative meetings also serve those who are new to the district or has been assigned to different educational roles. The district provides instructional coaches in reading, writing, science, and math to assist teachers in program implementation. They assist with pedagogy, instructional strategies, on-site demonstrations and collaboration. These are also strategies used to retain and support our veteran teachers. The S.B.D.M. Council policies, Assignment of Staff and Assignment of Students (attached) used in conjunction verifies how teachers are provided support and



students are ensured equity. The policies explain the dynamics used in determining how staff members and students are assigned. Teacher effectiveness ratings and student needs are vital elements in the decision-making process. In-house records show that re-distribution of teacher quality is carefully made in order to increase student achievement and enhance collegiality or staff cohesion, which is proven to affect student achievement and increase teacher retention. Based upon formal teacher evaluations we have no ineffective teachers and all work in their certified fields. This year we have a 13% turnover rate due to retirements. New teachers now hold those positions in grades one and three. Newly hired teachers initially lack essential knowledge and skills to implement unfamiliar instructional programs, however, the appropriate support systems are in place for these new educators to minimize a decline in student achievement. A number of factors are analyzed as students are assigned to classes as described in the school's Students Assigned to Classes Policy. In addition to these factors, students who are identified as at-risk, or with learning disabilities are assigned to the most appropriate intervention/educational service. All of our intervention/support teachers are extensively trained in their specific areas. They serve students in a variety of settings; resource, small group, or collaboratively with the homeroom teacher. Our CSIP includes a number of activities that not only increases teacher effectiveness, but also helps with their retention. Peer observations of highly effective teachers inside or outside the district may be requested or in some cases required. Mentors are assigned when deemed appropriate. The school also partners with a local college, which brings in a number of student teachers. These students bring a level of enthusiasm and classroom assistance that strengthens and motivates effective teachers. All teachers are evaluated using the Whitley County Certified Evaluation Plan, which includes components from Charlotte Danielson's Framework for Teaching. This type of evaluation helps determine the level of teacher effectiveness. Based upon the years' experience a formal or informal observation may be conducted. Specific teacher and student behaviors are ranked on a performance rubric during a post conference and teacher reflection. Routine walk-throughs are also a part of on-going evaluation that initiates teacher reflection, discussion, and feedback from the principal.

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### Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

1) Our school has a 13% turnover rate. We currently have four classroom teachers with three or less years' experience. Retirements have resulted in mobility and recruitment. 2) Funding is not available for Professional Learning opportunities outside the district. This impedes teachers from staying abreast of new researched based strategies, programs and support cadres. 3) Based on last year's data teachers' attendance is a concern. Teachers missed an average of 21.2 days per month for a total of 212 days for the year. Content consistency and learning is minimized as substitutes are required.

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### Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?



- If so, insert the associated CSIP goal(s) in the cell below.
  - If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.
- \*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

Goal 1: To increase the effectiveness of teachers by 05/19/2018 as measured by the components of Whitley County's Locally Designed Teacher Evaluation. Goal 2: To increase teacher attendance 10% by 05/19/2018 as measured by the district's attendance records.

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

### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into school planning.



**NOTE:** Attachments Optional

Goal 1 Strategy 1: Teachers will increase their knowledge of the characteristics of effective teachers. • Activity: PLCs will follow a protocol that emphasizes student data and growth and frequently facilitated by instructional coaches. • Activity: Teachers will participate in professional learning sessions on various researched based interventions for at-risk students • Activity: Teachers may request to visit and observe exemplary/skilled teachers within the district to gather ideas and resources. • Activity: District coaches will be utilized to assist with on-site coaching based upon need. • Activity: The principal will encourage team/co-teaching in order for effective strategies to be share and utilized. • Activity: S.B.D.M. and P.T.O. will seek funding for requested supplies and materials teachers need in order to make the delivery of instruction more effective. Strategy 2: Teachers will be evaluated using the Whitley County Certified Teacher Evaluation Plan, which reflects components of Charlotte Danielson's Framework for Teaching. • Activity: All staff will receive updates on the revised Certified Evaluation Plan (CEP) within the first 30 days of school. • Activity: New teachers will attend the district's New Teacher Academy periodically throughout the year to learn about district/state requirements and receive various instructional strategies, supports and resources by district coaches. Veteran teachers may attend as well. • Activity: All teachers will be formally observed based upon their current cycle as shown of the Evaluation Tracking Form. Teacher reflection will be required and shared during a post conference. • Activity: The principal will conduct weekly unannounced informal walk throughs and provide timely feedback via face to face, email or during PLCs. Goal 2 Strategy 1: The principal will examine attendance data more closely to determine root causes for teacher absences. • Based upon attendance data, the PTO and SBDM Council will collaborate to create appropriate attendance incentives to increase teacher attendance.

## **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)
 Revised Equity Workbook	This revised workbook includes the self-selected indicator of teacher attendance.	
 S.B.D.M. Policies	The Consultation on Hiring Policy details how certified vacancies are filled. The Assignment of Students and Assignment of Staff Policies details the factors considered and how decisions are made concerning students and teachers placement.	

Schools		Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		Teacher attendance data		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
Percent Sign		#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
					-		-		-		-		-		-		-		-		-		-		-		-		-		-		-
TOTAL / SCHOOL AVERAGE		269	20	10	4%	0	0.00%	0	0.00%	235	87.40%	0	0.00%	82	30.50%	0	0.00%	3	12.00%	4	16.00%	13	65.00%	0	0.00%	0	13.00%	21.2 days	Month	0	-	0	-

Working Conditions -- Managing Student Conduct	98.90%	98.90%	98.90%	98.90%
Working Conditions -- Community Engagement and Support	95.00%	95.00%	95.00%	95.00%
Working Conditions -- School Leadership	98.00%	98.00%	98.00%	98.00%
Percentage of New and KTIP Teachers	8.30%	5.00%	5.00%	5.00%
Percentage of Teacher Turnover	4.40%	13.00%	10.00%	8.00%
<b>Additional School Measures (Optional)</b>				
<b>Example:</b> Overall Effectiveness of Teachers and Leaders (not required)	Accomplished/Exemplary	Accomplished/Exemplary		
<b>Example:</b> Student Achievement (SGG, MSGP, Other school measures) (not required)				

## **Consultation on Hiring Policy**

### **Consultation Policy**

The SBDM Council shall be consulted prior to the principal's selection of personnel to fill all non-principal school-based vacancies that shall occur at the school

- 1) When a job vacancy has been declared and classified by the principal the superintendent will post the position.
- 2) No less than three qualifying applications will be selected by the superintendent and sent to the principal.
- 3) The principal will confirm and/or review the applicant's references.
- 4) The principal shall provide copies of the written applications for the council to review within thirty days of receiving them in a regular or special called meeting. The council will review the applications and determine who will make up the interviewing committee and when those interviews will be conducted.
- 5) The interview committee will create a plan as to how to develop/obtain interview questions prior to the interviews.
- 6) The interview committee will make a hiring recommendation to the principal.
- 7) The principal will make the final hiring decision and forward that decision onto the superintendent as to complete the hiring process.

### **Absence of Council Consultation**

The principal shall make every effort to contact council members by phone, email, and/or letter for consultation during this process before actual interviews are conducted. If a member is not available during this time the principal will continue the process with the available members.

**Date of Adoption** \_\_\_\_\_

**Chairperson** \_\_\_\_\_

## **Assignment of Students to Classes School Programs Policy**

### **Student Assignment Definition:**

Student assignment shall be defined as appropriate placement of individual students based upon specific needs.

### **Parent Requests:**

Parent requests will be accepted during the request window of May 1st-15th for the 2017-2018 school year. All requests will be given equal consideration regardless of when they are submitted during the fifteen-day request window. Requests must be submitted in writing to either the principal or school secretary. An explanation as to why the parent believes the request is in the best interest of the student is highly recommended. Submitting a parent request does not guarantee a student's placement. The principal and designees are responsible for implementing the parent request process.

### **Assignment of Students:**

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

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

### **Confidentiality:**

All student information shall be held in confidence in accordance with the Family Educational Right to Privacy Act (FERPA).

### **New Students:**

As new students enroll during the summer and the school year, the principal shall place the students based up the above criteria.

### **Parental requests to change student assignment:**

Parents who wish to change the assignment of their child shall confer with the principal who shall have the authority to deny or grant the request.

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

## Assignment of Staff Time Policy

The principal shall announce *tentative* staff assignments by the end of June each school year. However, due to uncontrollable factors (enrollments, retirements, program changes, budgets etc.) changes may be required during any time of the year. Staff assignments will be assigned in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.
6. Informally survey staff members as to their preference or concerns.

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

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

## 2017-2018 Phase II: KDE Needs Assessment School Diagnostic

### Phase II: The Needs Assessment School Diagnostic

**Pleasant View Elementary School**

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

Last Modified: 09/25/2018

Status: Open



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## Phase II: The Needs Assessment School Diagnostic

### 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.**

#### Protocol

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

In the past, Pleasant View followed the process described below to review, analyze and apply data results. This process has proven to be effective and will be used again this year. Following the release of the K-Prep Assessment Results, Pleasant View staff and stakeholders analyze and disaggregate the data. The principal also purchases data graphs prepared by KASA to ensure all aspects of student performance are considered. S.B.D.M. Council and PTO members are encouraged to attend and participate in the analysis process. Following a PowerPoint presentation displaying major sections of the results of each content area, the principal will present criteria to be used in creating content area analysis teams. Each team will include at least one primary teacher; one intermediate teacher and some teams will include a resource teacher, support staff member and/or at least one community/parent member. Those remaining will join a team based upon relevance and interest. It is estimated to be a total of 23 certified members and at least 15 parent/community/support staff members taking part in the analysis. Each team is given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team will complete the first round of data analysis and present their findings to others. Significant weaknesses, gaps and concerns are recorded and shared at the S.B.D.M. Council meetings, which are documented in council minutes. The second round of analysis is a similar process, but will include additional examination and comparisons of in-house universal assessments: MAP, STAR Reading, STAR Early Literacy and the previous year's ITBS assessment. This year, S.B.D.M. Council voted to extract Reading and Writing for the focus of improvement.

### **ATTACHMENTS**

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

#### 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 non-duplicated gap students scored proficient on KPREP Reading.

- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.
- 45.2% of our students scored Proficient in Reading compared to the state average of 37.2%.
- 61.3% of our students scored Proficient/Distinguished in math compared to the state average of 49.1 -
- We saw a 17.2% increase in non-duplicated gap students in Social Studies from 2015-16 to 2016-17.
- Non-Academic Current State: -87.4% of our students participated in Free Lunch program which is 31% higher than the state average of 56.4%. Our attendance rate of 93.8% is 0.7% higher than the District average of 93.1%

### **ATTACHMENTS**

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

#### 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 students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

- 65.7% of our students fell below proficiency in writing as opposed to the state at 54.1% below proficiency.
- 38.7% of our students fell below proficiency in Reading as opposed to the district at 35.6% below proficiency.

### **ATTACHMENTS**

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

#### Trends

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

There was only a slight increase in our Reading scores from the previous year; 61.7% in 2015-16 to 62.4% in 2016-17 and we did not meet the targeted score of 66.3%. In writing, our school showed significant growth from 18.8% in 2015-16 and to 37.5% in 2016-17. Though this was an 18.7% increase we still did not meet the targeted score of 51.5%. This data supported the council's decision of targeting these areas for improvement.

### **ATTACHMENTS**

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

#### 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 school improvement strategies outlined below:

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy

4- Review, Analyze and Apply Data Results5- Design, Align and Deliver Support Processes with Sub-group Focus6- Establish a Learning Culture and Environment

Our core Reading curriculum is the state approved Journey's Reading Series, which explores Reading throughout all subjects. It is designed to accelerate learning by making real world, relevant connections through multiple exposures of key reading skills. We have two grant funded programs that supplement our core curriculum. Read to Achieve for grades K-3 provides one-to-one instruction to qualifying first graders in the Reading Recovery component and small group instruction in K-3 grades in the CIM (Comprehensive Intervention Model) component. We also have Save The Children Reading Program that provides small group instruction for grades K-6 and our Title I teacher serves struggling readers in a resource type setting. To be a good reader several skills must effectively and simultaneously be applied. A potential problem may lie in that these skills are unintentionally segregated among these programs. We have four pull-out programs in grades K-3, which may not align or support the classroom's core curriculum in a timely manner or a lack of close collaboration among the programs. Another potential problem is not enough time being dedicated to reading. Writing achievement improved from last year, but remains an area in need of improvement. A potential problem could be the lack of professional learning and monitoring. The school had several teachers to retire in the past few years and new teachers participate in writing training as it becomes available. A lack of monitoring could also be a factor. Our S.B.D.M. Writing Policy details the specific grade level expectations both horizontally and vertically, but continuous monitoring and feedback is sporadic.

**ATTACHMENTS**

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

**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%.

-61.3% of our students scored Proficient/Distinguished in Math as opposed to District at 56.9% and State at 49.1%. -Our attendance rate of 87.4% was higher than the Districts at 77.7% -71.4% of our students scored Proficient/Distinguished in Social Studies as opposed to the State at 60%.

**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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## 2017-2018 Phase II: School Safety Report

### Phase II: School Safety Report

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

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

Last Modified: 08/01/2018

Status: Locked

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## Phase II: School Safety Report

### School Safety Diagnostic for Schools

#### School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

#### **ATTACHMENTS**

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

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?  
*Provide the date of adoption in the comments box below.*

September 19, 2013

#### **ATTACHMENTS**

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

3. Did the SBDM Council or district adopt the EMP?  
*Provide the date of adoption in the comments box below.*

September 19, 2013

#### **ATTACHMENTS**

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

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

#### **ATTACHMENTS**

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

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?  
*Provide the date of the review in the comments box below.*

August 29, 2017

#### **ATTACHMENTS**

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

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?  
*Provide the date of the review in the comments box below.*

August 21, 2017

#### **ATTACHMENTS**

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

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

#### **ATTACHMENTS**

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



8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

**ATTACHMENTS**

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

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

*Provide the date of the review in the comments box below.*

August 3, 2016

**ATTACHMENTS**

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

10. Have practices been developed for students to follow during an earthquake?

Yes

**ATTACHMENTS**

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

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

**ATTACHMENTS**

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

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).

*Provide the date of the review in the comments box below.*

August 23, 2017 Tornado, Earthquake, Lockdown September 7, 2017 Fire, Bomb threat

**ATTACHMENTS**

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

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

**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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## 2017-2018 CSIP Phase II: KDE Title I Annual Review

### CSIP Phase II: KDE Title I Annual Review

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

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

Last Modified: 08/01/2018

Status: Locked

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## CSIP Phase II: KDE Title I Annual Review

### Title I Annual Review

#### 1. Comprehensive Needs Assessment

**Rationale:** A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

**Guiding Questions:**

*Which data sources did the school use to conduct its Needs Assessment?*

*What needs did the data identify?*

*What specific grade levels and/or content areas were identified as priority?*

*What achievement gaps were identified?*

*Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?*

*Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?*

The Needs Assessment included data from the grade specific universal assessments MAP, STAR Reading, STAR Early Literacy, IOWA, and K-PREP. Teams also reviewed the KY TELL Survey results and the Learning Environment data from our school report card. Several areas fluctuated in the past few years, but remained strong when compared to state averages. Overall, the data confirmed our improvement plan was guiding us in the right direction. Though we slightly missed our reading target by one point, we surpassed the state average by seven points with 61.3% of students scoring proficient and distinguished. Reading is essential in every aspect of student performance; therefore, it was chosen as one of the areas in need of improvement and would make a greater impact across all content areas. Based upon K-PREP data the percentage of proficient and distinguished students in grades 3-6 ranked in the mid-sixties with the exception of fourth grade, which fell to 53.3%. An area in greatest need of improvement is writing, which has been a concern in years past. Writing data has been enigmatic for the past four years with scores being as low as 18% proficient and distinguished and never exceeding 50%. Last year we scored 34% with the gain of 16 points, but still performed significantly below the district and state average. Our language arts scores have shown continuous growth for the past four years with a current score of 61% proficient and distinguished. Title I personnel served students in reading who were identified as in need of additional instruction. Personnel also served as a resource for up to date strategies, programs, team teaching and modeling upon request. Professional learning for Title I personnel included a wide variety of reading and writing workshops hosted by state approved organizations and cadres. Having this type of support in reading and writing has been valuable in sharing and evaluating strategies across grade levels during PLCs.

### ATTACHMENTS

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

#### 2. Schoolwide Reform Strategies

**Rationale:** Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

**Guiding Questions:**

*Was the schoolwide plan implemented as written?*

*Which goal(s) from the CSIP address Schoolwide Reform Strategies?*

*How is Title I funding being directed to address the goal?*

*How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?*

*Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?*

*Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?*

Through continuous monitoring and ongoing revisions our plan was successfully implemented pushing us toward the targeted goals. Title I funding supported the entire improvement plan because of how funds were dispersed, which was mainly for personnel. Our combined reading and math proficiency goal was to increase at least seven points to 65% and we meagerly missed it by one. Title I funding supported the schoolwide data analysis of universal and end of year state and local assessments allowing teachers to identify vertical trends and instructional gaps between grade levels as well as alignment discrepancies. The monitoring of last year's improvement plan helped identify effective activities to continue and initially framed this year's plan. Our plan cites research for the majority of activities and strategies that we utilize. Through collaboration with district instructional coaches, teachers were able to attend customized professional learning sessions. Sessions were conducted on how to maximize the benefits of a PLC through the use of a protocol and addressing specific topics. They also received training on how to provide effective feedback with an emphasis on improving writing achievement. Sessions were held to update/clarify and extend the use of district programs such as RTI, several computer-based programs, and writing strategies through on-site team teaching. Staffing decisions were based upon grade level enrollments and teacher qualifications, which influenced the decision of having Title I serve continuous intervention groups for those identified for not meeting academic standards.

## **ATTACHMENTS**

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

### **3. Professional Development**

**Rationale:** Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

#### **Guiding Questions:**

*What measures were used to determine the school's professional development needs?*

*How was the professional development tied to the school's identified need?*

*Did the professional development improve instruction based on a thorough review of student achievement data?*

*How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?*

The district's PD coordinator conducts an annual survey about the type of professional development staff members would like to have offered. This guides the design of the annual district wide summer grade academies, which is generally a week-long event. Offerings include presentations and demonstrations from district personnel as well as outside sources to address findings in the needs assessments, surveys, formal teacher observations, overall district/state issues and the KY TELL Survey. She, along with the principal, also informs the staff of available opportunities offered outside the district as they are disclosed. Staff members must adhere to the district's protocol for attending offerings outside the district with the S.B.D.M. Council's approval ensuring that it is directly linked to the identified needs of the school prior to attendance. All staff members are required to complete a number of professional learning hours that is specific to their

job role, so it is typically offered by separate factions. These hours are in addition to a required number of flex hours, which must be approved and documented.

## **ATTACHMENTS**

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

### **4. Family Engagement**

**Rationale:** Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

#### **Guiding Questions:**

*How much Title I money was spent on family engagement?*

*What kind of programs, activities, and procedures were planned?*

*What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?*

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 become 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 the required screenings during the application process. Title I is directly involved with the alternating Family Reading and Math Nights throughout the year, which is very popular. Each event is based upon 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. Refreshments are provided and generally linked to the theme. These events have helped build strong home school partnerships. Our S.B.D.M. Council monitors the implementation of the Title I Parent Involvement Policy which ensures Title I funds and resources are made accountable, communicated, and utilized per district and state guidelines.

## **ATTACHMENTS**

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

### **5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)**

**Rationale:** An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

#### **Guiding Questions:**

*How did school and district administrators collaborate through funded programs such as Head Start?*

*What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?*

*How effective were these strategies?*

*How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?*

Our two preschool classes are housed within our elementary building, which allows children to become acquainted with the surroundings and staff members from the very beginning. They participate in appropriate schoolwide programs provided by the family resource center and other school hosted events such as holiday programs. At the end of each year preschool families are invited to a transitional meeting facilitated by preschool and kindergarten teachers. Important



information is discussed highlighting differences they and their children will encounter such as attendance and curricular changes. During this meeting activities are designed within the kindergarten classrooms to provide opportunity for children to explore. We also host an open house prior to the first day of school. Families meet with teachers and staff in preparation of a new school year. Each program and group is represented to promote parent involvement through various platforms. Local businesses and outside agencies, connected to education, are also encouraged to attend. While families enjoy dinner, a trusting partnership is being fostered. A parent teacher conference is held each semester. Parents have fifteen to twenty minutes of uninterrupted time to discuss their child's school experiences. Preschool classes participate in these events and has proven very valuable as children transition to a more formal setting. The district's preschool liaison builds on families' strengths and works as a team member to help implement early learning standards. She helps cultivate parental interest in their child's school and activities. She also serves as a liaison with the broader community by sharing the goals and vision of the school district. We also plan a transition event for sixth grade students going to the middle school. Toward the end of the year students are bussed to the middle school for an orientation. They meet teachers and participate in discussions and demonstrations as they tour the facilities.

## **ATTACHMENTS**

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

### 6. Measures used to include teachers in decisions

**Rationale:** Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

#### **Guiding Questions:**

*How were all teachers included in the selection of academic assessments?*

*How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?*

There are various types of assessments used to measure a child's learning. Our teachers are directly involved with the selection of formative assessments. Our reading and math textbooks is a framework we use to design standard based lessons and teachers are permitted to create or modify assessments to help extend and guide their instruction. Universal assessments are typically selected as the result of collaboration among the Title I Coordinator, District's Instructional Supervisor and other key leadership members. Teachers are also directly involved in the refinement of the instructional program. During the year teachers note their concerns as they move through the content and academic standards. This may include ideas for content extensions, newly found resources, alignment issues or pacing concerns. The majority of these concerns are addressed in weekly horizontal and vertical PLC meetings where teachers scrutinize the relationship between instruction and assessments. Based upon their students' performance adjustments are made accordingly and documented. The PD coordinator gathers this information from across the district to use during an annual three-day curriculum alignment meeting. Each school sends grade level representatives to discuss possible revisions, updates, and alignments, which results in ongoing amelioration.

## **ATTACHMENTS**

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

### 7. Activities used to ensure students met Kentucky Academic Standards

**Rationale:** Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.



**Guiding Questions:**

*How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?*

*How were students and their needs identified for assistance?*

*How did teachers and paraeducators collaborate for planning and instruction?*

*How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?*

*Which activities were deemed successful and which ones are in need of change?*

Support systems, procedures, and protocols are firmly in place for at-risk students as described in the attached plan. Initial identification begins with the classroom teacher's observations, which leads to a triangulation of data. Our district used the RTI (Response to Intervention) model to customized 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 were provided a document describing a variety of researched based strategies, programs and resources from which they could select to support students' specific needs and because the plan was frequently monitored activities were 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**

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

**8. Coordination and integration of programs**

**Rationale:** A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

**Guiding Questions:**

*Which federal, state, and local funds were made available to the school?*

*How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?*


*What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?*

Our S.B.D.M. Council under the direction of the Title I Coordinator monitors the implementation of the Title I Parent Involvement Policy which ensures Title I funds and resources are made accountable, communicated, and utilized per district and state guidelines.

**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)
 Pleasant View's RTI Plan	The document explains in detail the process of identifying and serving students who struggle with learning.	7

# **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.

## 2017-2018 Phase III: Closing the Achievement Gap

### Phase III: Closing the Achievement Gap

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

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

Last Modified: 08/01/2018

Status: Locked

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## Phase III: Closing the Achievement Gap

### 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 Attachment.

### **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 269 students, 235 of whom qualify for free lunch, which is 87.4% of our population. 82 students qualify for special education services, which is 30.5% of our population. Gender populations are equitable; males compose 139 students or 51.7% of our population while there are 130 females, which account for 48.3% of our population. Our population is predominantly white, white students make up 96.3% of our population. 2.6% of our students identify 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 shown significant gains with its gap score over the last two academic years. In 14-15 we posted a gap score of 49.6 compared to an overall achievement score of 70.3. In 15-16 we posted a gap score of 74.1 compared to an overall achievement score of 70.7 in 2016-17 we continued to see the trend continue outpacing overall achievement with a gap score of 79.8 compared to an overall achievement score of 78.5. Significant progress has been made in all subject areas over the last two years. Reading improved from a score of 57.9 to 60.7 in 16-17. Math Improved from 52.6 to 61.4, Social studies saw the most significant gain from 53.5 to 72.7. Writing saw a marked improvement from 16.7 to 33.3 on 16-17 KPREP assessments. Language mechanics also saw an increase from 54.9 to 58 in 2016-17. Overall gaps have closed in all subject areas in comparing the non-duplicated gap group to overall achievement. One area identified as an area of concern is the disparity in scores between males and females in this years mathematics data. With an overall achievement score of 61.3 percent proficiency, Males outpaced the overall achievement score with a score of 68.2, while 52.9% of female students score at proficiency.

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

Pleasant View Elementary has shown significant gains with its gap score over the last two academic years. In 14-15 we posted a gap score of 49.6 compared to an overall achievement score of 70.3. In 15-16 we posted a gap score of 74.1 compared to an overall achievement score of 70.7 in 2016-17 we continued to see the trend continue outpacing overall achievement with a gap score of 79.8 compared to an overall achievement score of 78.5. Significant progress has been made in all subject areas over the last two years. Reading improved from a score of 57.9 to 60.7 in 16-17. Math Improved from 52.6 to 61.4, Social studies saw the most significant gain from 53.5 to 72.7. Writing saw a marked improvement from 16.7 to 33.3 on 16-17 KPREP assessments. Language mechanics also saw an increase from 54.9 to 58 in 2016-17. Overall gaps have closed in all subject areas in comparing the non-duplicated gap group to overall achievement.

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

One area identified as an area of concern is the disparity in scores between males and females in this year's mathematics data. With an overall achievement score of 61.3 percent proficiency, Males outpaced the overall achievement score with a score of 68.2, while 52.9% of female students score at proficiency.

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

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 Afterschool 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.

## **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 faces 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%. 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.

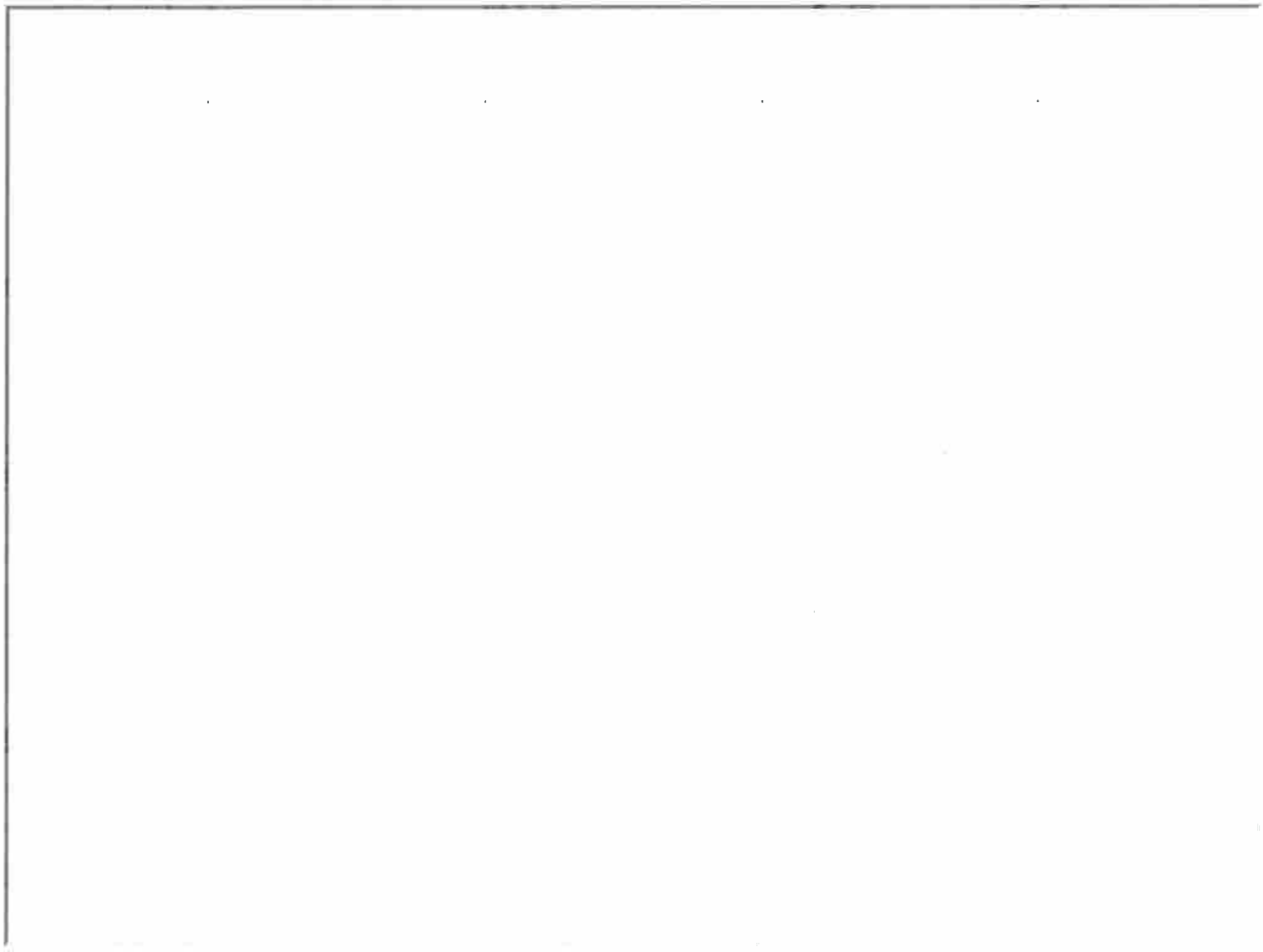
G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

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 ASSIST Tools. 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

Review the following flowchart to aid in completing the work.



#### 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.

#### **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 Identification	Identification of Gap Groups and Percentage of Population	I
 Measurable Gap Goal PVE 17-18	Attachment includes a measurable Gap Goal for Pleasant View Elementary for the 2017-18 School Year.	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 % of female students scoring at Proficiency from 52.9% in 2016-17, to 57% in 2017-18.	1. Design and Deploy Standards	<p><b>Design and Deploy Standards.</b> 1. Ensure curricular alignment reviews are an ongoing action of PLC's planning process. 2. Construct student friendly learning targets. 3. Review and Conduct cyclic curriculum reviews/checks within the PLC. 4. Use summative evidence to inform what comes next for individual students and groups of students. 5. Ensure that formative assessment practices allow students to understand where they are going, where they currently ar, and how they can close the gap.</p>	<p><u>Design and Deploy Standards</u></p> <p>1. Teacher Leaders 2. Principal 3. District Curriculum Coaches</p>	PLC Participation, PLC Minutes	No Funding Required
Increase % of female students scoring at Proficiency from 52.9% in 2016-17, to 57% in 2017-18.	2. Review, Analyze, and Apply Data	<p><b><u>Review, Analyze, and Apply Data</u></b></p> <ul style="list-style-type: none"> <li>Assess with formative and summative assessments that are aligned to the standards and learning targets.</li> <li>Develop a clearly defined school RTI process with applicable checklist and documentation tools, including service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</li> <li>Establish communication protocols for parents regarding placement and progress in intervention support systems.</li> <li>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</li> <li>Implement formal and informal processes that teachers and students utilize to gather evidence directly to improve the learning of students assessed.</li> <li>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</li> </ul>	<p><u>Review, Analyze, and Apply Data</u></p> <p>1. Principal 2. Teacher Leaders 3. District Curriculum Coaches 4. Classroom Teachers</p>	PLC Participation, PLC Minutes, Lesson Plans, Tracking Forms	No Funding Required.



## 2017-2018 Phase III: Goal Builder for Schools

### Phase III: Goal Builder for Schools

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

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

Last Modified: 08/01/2018

Status: Locked

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## Phase III: Goal Builder for Schools

### Comprehensive School Improvement Plan

#### 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 the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

**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 inspired by 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.

Upload your completed Goal Builder in the attachment area below:


You may enter an optional narrative about your Goal Builder 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)
 2017-2018 Goals & Activities	2017-18 Goals and Activities	

## 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>Increase the average combined elementary reading and math K-Prep scores for all students from 62.1 to 75% as measured by the 2018-2019 K-PREP Assessment.</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> To increase the overall reading and math proficiency ratings for all students from 62.1% to 68% by June 30, 2018 as measured by the State Accountability Assessment.	<b>KCWP5 &amp; KCWP1:</b> Teachers will collaborate vertically and horizontally within the school and district to measure the effectiveness of current programs and initiatives to maximize student learning opportunities.	<b>KCWP1:</b> <ul style="list-style-type: none"><li>· 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 needed adjustments are made.</li><li>· School-wide surveys will be conducted to identify concerns &amp; recommendations for curriculum revisions, gaps. Select teachers from each grade level will attend the district’s annual summer curriculum alignment/mapping meetings.</li></ul>	· Grade Level PLC Minutes · Summer Alignment Results/Documents	08/01/2017 - 07/30/2018 <ul style="list-style-type: none"><li>· All teachers</li><li>· Bobby Gibbs</li><li>· Teachers selected for summer alignment meetings</li></ul>	\$0
		<b>KCWP2 &amp; KCWP4:</b> The principal will lead teachers in the analysis of students’ applicable universal assessment results (STAR, MAP, STAR Early Literacy, K-PREP). An analysis will identify instructional gaps, and instructional trends and weaknesses. The district reading, math, science, writing coaches will assist with assessment analysis.	Analysis reports and revisions to the curriculum/instruction.	08/01/2017 - 06/01/2018 <ul style="list-style-type: none"><li>· All teachers</li><li>· Kim Creekmore</li><li>· Heather Stewart</li><li>· Laurel Bowlin</li><li>· Ruth Osborne</li><li>· Bobby Gibbs</li></ul>	\$0

**Goal 1:**  
**Increase the average combined elementary reading and math K-Prep scores for all students from 62.1 to 75% as measured by the 2018-2019 K-PREP Assessment.**

		<p><b>KCWP6:</b>  To help reduce barriers to learning students will have the opportunity to participate in 21<sup>st</sup> Century funded activities during/ after school and summer for enrichment or remediation. They will also have access to services provided by the school counselor, school nurse; FRC, DDP, and the Cabinet for Family &amp; Children as needs are identified.</p>	Program Records	08/01/2017 - 07/31/2018 · Richard Frazier · Donna Stevens · All teachers · Shirley Lawson · Shirley Davenport	\$ 37500
		<p><b>KCWP5:</b>  Teachers will encourage student 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.</p>	Attendance Records Program/services Records	08/22/2017 - 06/01/2018 · All teachers · Tiffany Casper · Patrick Bowlin · Shirley Lawson · Rhonda Carr · Bobby Gibbs	\$500
		<p><b>KCWP1:</b>  Teachers will implement two LDC (Literacy Design Collaborative) modules and MDC (Math Design Collaborative) modules. Modules have student friendly targets and utilize best practice/high yield instructional strategies and assessments. Successful implementation of modules will be monitored by the district coaches.</p>	· Module’s student productions · Lesson plans · Module Classroom Folders	08/22/2017 - 06/01/2018 · All teachers · Kim Creekmore · Ruth Osborne · Heather Stewart	\$0
	<p><b>KCWP3:</b>  School leadership/teachers will sustain open communication with all stakeholders to propel student achievement.</p>	<p><b>KCWP5:</b>  · Two formal parent/teacher conferences will be conducted. Student progress, test results, and other pertinent information will be gathered and discussed and appropriate improvement plans will be made, if needed.  · Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child’s progress. They will also communicate via classroom/school webpages.  · Teachers will maintain a daily parent log or other evidences showing frequent parent contacts throughout the year to sustain open communication about student progress and school activities.  ·The principal will utilize the district All-Call system to keep parents informed of school events and deadlines.</p>	· Parent/Teacher Sign-in Sheets · Infinite Campus Records · Teacher’s Daily Log · Webpages · Recordings	07/01/2017 - 03/31/2018 · Bobby Gibbs · Patrick Bowlin · Richard Frazier · All teachers	\$0

<b>Goal 1:</b> <b>Increase the average combined elementary reading and math K-Prep scores for all students from 62.1 to 75% as measured by the 2018-2019 K-PREP Assessment.</b>					
		<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.A.V.E. Applications · P.A.V.E. Literature	08/22/2017 - 06/01/2018 · All school staff · Stacey Sasko	\$0
		<b>KCWP5:</b> · The school will alternately host reading, math and wellness family events after school to build strong family/home relationships and provide students with enrichment activities.	· Attendance Sheets · Event Lesson Plans · Photos	05/01/2017-05/01/2018 · Bobby Gibbs · Teresa McFarland · Jenny Chute · Richard Frazier · Shane Gibson	\$1000
		<b>KCWP4 &amp; KCWP5:</b> Following the release of the state assessment results the S.B.D.M. Council and PTO will be presented with school-wide data including in-house assessments. Teacher committees will be formed to analyze data and a series of meetings will be schedule to share findings and generate plans for improvement and points of success.	· CSIP Documents · Meeting Minutes	09/01/2017-12/15/2018 · Bobby Gibbs · S.B.D.M. Council · All teachers · PTO Members	\$0
		<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.	Annual Report	08/22/2017 - 06/01/2018 · Bobby Gibbs · Paula Rickett	\$0
	<b>KCWP3:</b> A balance of various assessments provides data to guide & evaluate instruction, measure student progress and performance.	<b>KCWP3:</b> Three times a year all students will be administered the MAP Assessment, which measures growth over time. Grades 1-6 will be administered the STAR Reading Test, which provides grade equivalents and individualized reading ranges. Grades K-1 will be administered the STAR Early Literacy Test, which provides scale scores and sub skill performance ratings. Grades K-2 will be administered the annual IOWA Assessment, which reports a detailed skill report.	Assessment data	08/22/2017 - 06/01/2018 · All teachers · Sherri Smith · Bobby Gibbs · Heather Stewart · Kim Creekmore	\$5000
		<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 encourage student efforts. These classifications confirm grade level proficiency.	Student certifications	08/22/2017 - 06/01/2018 · K-1 teachers · Teresa McFarland · Bobby Gibbs	\$200



<b>Goal 1:</b> <b>Increase the average combined elementary reading and math K-Prep scores for all students from 62.1 to 75% as measured by the 2018-2019 K-PREP Assessment.</b>					
	<b>KCWP1:</b> Professional learning improves student achievement as teachers learn fresh strategies, techniques/ methods and stays update of new trends and programs.	<b>KCWP1:</b> Teachers, para-educators and leadership will be given opportunities to participate in professional learning designed to meet various needs as described in the district and S.B.D.M. policies/protocols.	PD Requests & certificates	08/22/2017 - 08/22/2018 · Kim Creekmore · S.B.D.M. Council · Bobby Gibbs · Staff members	\$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	07/01/2018-08/30/2018 · All teachers · Kim Creekmore	\$0
		<b>KCWP2:</b> Students will utilize appropriate computerized programs to support student learning; IXL, Math facts in a Flash, Study Island, Cool Math Games, MobyMax, Spelling City, Headsprout, Accelerated Reader, Starfall, Myon, Epic, Destination Reading.	· Subscriptions · Usage Records	08/22/2017 - 06/01/2018 · All teachers · Bobby Gibbs · Sherri Smith · Kevin Anderson · Richard Frazier · Save the Children staff	\$6400
		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 that trains one additional teacher in effective reading strategies.  The school will continue to participate in the MTH Grant that provides a K-3 Math intervention teacher and the plus-one teacher, which trains an additional teacher in effective math strategies.	Grant Documents  Grant Documents	· Teresa McFarland · Kayla Adkins · Kim Creekmore · Heather Stewart  · Jenny Chute · Amanda Head · Kim Creekmore	

2: Gap

State your Gap Goal

<b>Goal 2:</b> <b>Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.9% to 74.3% in 2019 as measured by the 2018-2019 K-PREP Assessment.</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> To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.9% to 68% by June 30, 2018 as measured by the 2018-2019 K-PREP Assessment.	<b>KCWP3 &amp; KCWP4:</b> On-going teacher observations and analysis of students’ formative and summative assessments will reveal those in need of additional support and possible revisions in instruction, curriculum and/or assessments.	<b>KCWP1 &amp; KCWP5:</b> Grade level teams will create a protocol to guide PLCs to maximize planning and intervention.		· Protocols · PLC Minutes	08/22/2017 -05/01/2018 · Bobby Gibbs · All teachers	\$0
		<b>KCWP3 &amp; KCWP6:</b> Teachers will determine the congruency between the assessment/ instruction and standards to make necessary adjustments prior to unit implementation. Student-friendly learning targets will be established and		· Lesson Plans · PLCs	08/22/2017 -05/01/2018 All Teachers	\$0

**Goal 2:**  
**Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.9% to 74.3% in 2019 as measured by the 2018-2019 K-PREP Assessment.**

		possible opportunities to incorporate culturally responsive practices.			
		<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 the student know what needs to be done in order to improve their performance.	· Student products · Rubrics	08/22/2017 -05/01/2018 All teachers	\$0
		<b>KCWP4:</b> Grades 3-6 will participate in writing scrimmages each semester. Prompts will be obtained from previous K-Prep 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 effective feedback for students.	Student products	08/22/2017 -05/01/2018 · 3- 6 teachers · Bobby Gibbs · Laurel Bowlin	\$0
		<b>KCWP5:</b> Teachers will triangulate student data to determine the appropriate intervention tiers & services for students identified as at-risk. Student data may lead to small group/differentiated instruction within the classroom.	Intervention records	08/22/2017 -05/01/2018 · All teachers · Bobby Gibbs	\$0
		<b>KCWP4:</b> Students performing well below average will be benchmarked in the AimswebPlus program to determine the area of progress monitoring needed and students will be placed in the RTI program as meticulously described in the school/district RTI procedures & protocol.			\$300
		<b>KCWP4:</b> First grade students identified as in need of intense literacy support may qualify for Reading Recovery Intervention; a 1:1 short term intervention. K-2 students could qualify for CIM (Comprehensive Intervention Model) small group instruction through the same grant funded program that provides thirty minutes a day four days a week.	Intervention records	· Teresa McFarland · Heather Stewart · K-3 teachers · Bobby Gibbs	\$48000
		<b>KCWP4:</b> K-6 students identified as at-risk may qualify for the grant funded Save the Children Program. Researched based strategies are utilized in small group settings.	STC Records	· Beth Meadors · Heather Stewart · Bobby Gibbs	\$75000

3: Growth  
State your *Growth Goal*

<b>Goal 3:</b> <b>79% of students will sustain or improve their performance in reading as revealed in the 2018-2019 K-PREP performance categories. 75% of students will sustain or improve their performance in math.</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
Objective 1:	<b>KCWPI:</b> Continuous monitoring of student progress will ensure the instruction is effective and students can achieve personal academic goals.	<b>KCWP4:</b> Teachers will use 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	08/22/2017 -05/01/2018	\$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	08/22/2017 -05/01/2018	\$0

**Goal 3:**  
**79% of students will sustain or improve their performance in reading as revealed in the 2018-2019 K-PREP performance categories. 75% of students will sustain or improve their performance in math.**

		<b>KCWP2:</b> Teachers will use formative and summative assessment data to determine which students are in need of additional support and those at-risk. Students will be referred to 21 <sup>st</sup> Century tutoring and/or after school services. Flexible groups will be created to participate in flooding intervention/enrichment.	· Referrals & Program · Participation Records	08/22/2017 -05/01/2018	\$0
		<b>KCWP5:</b> Teachers will provide parents/guardians information, materials, and ideas to help struggling students meet standard requirements.	Parent Contact Logs	08/22/2017 -05/01/2018	\$0
		<b>KCWP6:</b> School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/22/2017 -05/01/2018	\$200 PTO

4: Transition Readiness

State your *Transition Readiness* **Goal**

<b>Goal 4:</b> <b>To increase the transition readiness proficiency composite from 59.2% to 65.2% as measured by the 2018-2019 K-PREP Assessment.</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> To increase the transition readiness composite of reading, math, social studies, science and writing to 62.2% as measured by the 2017 – 2018 K-PREP Assessment.	<b>KCWP2:</b> Supplemental programs and outside resources can be used to bridge curricular gaps, extend learning and enrich the core content.	<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.	Usage Reports	08/22/2017 -05/01/2018 All teachers	\$0
		<b>KCWP2:</b> Teachers will use Newslea to supplement all content areas. Students’ instructional level and grade level content will be aligned to deliver current and high interest topics/events.	· Lesson Plans · Student Products	08/22/2017 -05/01/2018 All teachers	\$0
		<b>KCWP2 &amp; KCWP5:</b> Family projects will be assigned periodically that focuses on specific topics to encourage family involvement and extended learning.	Student Products	08/22/2017 -05/01/2018 All teachers	\$0

**Goal 4:**  
**To increase the transition readiness proficiency composite from 59.2% to 65.2% as measured by the 2018-2019 K-PREP Assessment.**

		<p><b>KCWP5:</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.</p> <p><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.</p> <p><b>KCWP5:</b>  Teachers will assess students using Through Course Task formative assessment in Science. During PLCs teachers work through the TCT and anticipate student questions to guide assessments. Post assessment analysis will determine the level of mastery.</p> <p><b>KCWP5:</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 &amp; engineering identified in the NGSS Framework. Teachers will adhere to the district’s grade level specific frequency requirements.</p> <p><b>KCWP2:</b>  District instructional coaches will assist teachers in the classroom and during PLCs upon request. Student data and products will be analyzed to identify instructional/intervention needs.</p> <p><b>KCWP2:</b>  The high school biology department will supplement second grade’s science curriculum through planned on-site activities with students.</p>	<ul style="list-style-type: none"> <li>· Lesson Plans</li> <li>· Student Products</li> </ul>	08/22/2017 -05/01/2018 All teachers	\$0
			Visitor Sign-in	08/22/2017 -05/01/2018 All teachers	\$0
			Student Folders	08/22/2017 -05/01/2018 All teachers	\$0
			Student Folders	08/22/2017 -05/01/2018 All teachers	\$0
			PLC Minutes	08/22/2017 -05/01/2018 <ul style="list-style-type: none"> <li>· All teachers</li> <li>· Heather Stewart</li> <li>· Kim Creekmore</li> <li>· Ruth Osbourne</li> </ul>	\$0
			Lesson Plans	<ul style="list-style-type: none"> <li>· Ruth Osbourne</li> <li>· Christey Frazier</li> </ul>	
		<p><b>KCWP4 &amp; KCWP5:</b>  The FRC Coordinator will conduct home visits when a need has been identified by teachers or other relevant sources. Based upon need, the coordinator may refer the family to the proper agency for assistance or locate what is needed to meet the family’s needs.</p>	FRC Records	08/22/2017 07/31/2018 <ul style="list-style-type: none"> <li>· Bobby Gibbs</li> <li>· All teachers</li> <li>· Shirley Lawson</li> </ul>	\$0

5: Other (optional)

State your *Other Goal* (optional)

<b>Goal 5:</b> <b>To increase the percent of students scoring proficient and above from 38% to 50% in writing by 2019 as measured by the 2018-2019 K-PREP Assessment.</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> The percent of students scoring at the proficient performance level and above will increase by at least 7% by 06/01/2018.	<b>KCWP1:</b> Collaboration ensures consistency and successful implementation of programs and standards.	<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.	Student products	08/22/2017-05/01/2018 · 3-6 teachers · Bobby Gibbs	\$0
<b>Objective 2:</b> The percent of students performing at the novice performance level will decrease 5% from 17.1% to 12.1% by 06/01/2018.	<b>KCWP3 &amp; KCWP4:</b> Specific feedback can guide the learner in setting/ measuring goals, clarify targets/standards, and make decisions about their own learning.	<b>KCWP5:</b> The district writing coach will conduct on-site visits with classroom teachers to assist with instruction, modeling and student conferences.	· Lesson plans · Student products	08/22/2017-05/01/2018 · Laurel Bowlin · 3-6 teachers	\$0
		<b>KCWP1 &amp; KCWP2:</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.	· Writing folders · District policy	08/22/2017-05/01/2018 · K-6 teachers · Laurel Bowlin	\$0



**Goal 5:**  
**To increase the percent of students scoring proficient and above from 38% to 50% in writing by 2019 as measured by the 2018-2019 K-PREP Assessment.**

		<b>KCWP4:</b> Grades 3-6 will participate in writing scrimmages each semester. Prompts will be obtained from previous K-PREP 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 effective feedback for students.	Student products	08/22/2017-05/01/2018 · 3- 6 teachers · Bobby Gibbs · Laurel Bowlin	\$0
		<b>KCWP2:</b> Writing will be integrated across the curriculum for various purposes on a daily basis. Specific feedback and rubrics will encourage writing growth and goal setting.	· Lesson plans · Student products	All teachers	\$0

## 2017-2018 Phase III: Executive Summary for Schools

### Phase III: Executive Summary for Schools

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

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

Last Modified: 09/25/2018

Status: Open

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## Phase III: Executive Summary for Schools

### Executive Summary

#### 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. This is our third year in the new 45,000 square foot facility that has state of the art technology in all classrooms, a top-rated cafeteria and kitchen, a sprawling library, a fine arts room and Gymnasium. We currently serve approximately 300 students preschool through sixth grade with 30 certified staff members and several support personnel. Our homerooms have a 14:1 ratio. Our community is a low social-economic area. According to the latest census 35.4% of Whitley County residents are living below the poverty level. Over 88% of our students qualify for free and reduced lunches. Many of our students come from blended families, single parent homes and/or from a grandparent guardianship. Our school atmosphere is one of professionalism, pride and salutation. We are assertive in the belief of a first-class education and strive to successfully implement the latest researched based strategies and programs to produce such quality. Our curriculum offers physical/health education and visual arts along with a variety of special programming throughout the year from outside sources. We encourage and practice communication among all of our stakeholders to form a trusting, cooperative relationship to enhance academic productivity. Teachers share a collegial relationship resulting in a rigorous curriculum, high expectations, with attention given to transitions and continuity through Professional Learning Communities. Pleasant View has gradually undergone staff changes due to mobility and retirements, which infuses a new level of enthusiasm, knowledge, and motivation. The majority of veteran teachers have Rank I certification and belong to a professional organization that continues to enhance classroom instruction.

### **ATTACHMENTS**

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

#### 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. 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 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. 21st Century after school enrichment, Reading Recovery, and Save the Children Literacy Program. These grants were refunded, which indicates we have continued to maintain a high level of the programs' expected validity. 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 the training of a classroom teacher 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 through the assistance of the S.B.D.M. Council was awarded two significant grants this year. One from Lowe's Toolbox for Education and the Dollar General Literacy Foundation. Our school was also awarded a physical fitness grant from the Baptist Wellness Foundation that provided training equipment and professional learning. Our school has excellent technologies such as school wide I-Macs and Epson Bright Link Pros in every classroom. We have two classroom sets of Chrome Books and plans to purchase more. We have a green screen and the necessary technology for making music videos and travel broadcasts. We have one school-wide cart of thirty iPads and one cart of lap-tops available for teacher/student checkout with Wi-Fi throughout the school and one computer lab equipped with IMacs. These technologies help prepare students for real world occupations and applications. Another sign of improvement was an increase in the number of parents that attended parent teacher conferences. One-hundred eighty-eight parents were in attendance at this year's open house, which is 18% higher than the previous year. The 2016-2017 K-PREP assessment data revealed a slight decrease in reading achievement, but we still remained notably higher than the state average. It also reported that we only had nine students school-wide that scored novice! Additional Information

## **ATTACHMENTS**

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

### **Additional Information**

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

Pleasant View is proud to offer an array of activities: Academic Team, girls' and boys' basketball and soccer, flag football, football, cheerleading, PRIDE club, Girl Scouts, First Priority Club, Save the Children Literacy Program, 21st Century Grant Activities that include archery, air rifles, math, science, gardening, technology, and numerous other scheduled activities. The district provides enrichment programming for students identified as Gifted & Talented and several support services for those identified at risk. We have a full-time counselor, family resource staff and a part-time certified nurse for students who are in need of assistance in non- academic areas. Our Family Resource Center sponsors support groups for grandparents raising children, and a number of other events/activities to help reduce the barriers to learning, including a backpack food program

for students in need of food. At Pleasant View, we pride ourselves in meeting our student's needs academically emotionally and socially.

### **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2017-2018 Program Assurance Document

### Program Assurance Document

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

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

Last Modified: 02/27/2018

Status: Locked



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## Program Assurance Document

Assurances must be completed, submitted and approved by midnight  
February 28, 2018.

### Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

## Writing Program Assurances

*(Required by all schools, elementary, middle and high)*

1. All students will be recipients of writing instruction/experiences throughout the school year.

- ☒ Yes
- ☐ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- ☒ Yes
- ☐ No

3. Students will write for a variety of audiences and purposes throughout the school year.

- ☒ Yes
- ☐ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- ☒ Yes
- ☐ No

## Global Competency/World Languages Program Assurances

(Required for **middle and high schools only**. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028

(1). (Required for High Schools only)

- ☐ Yes
- ☐ No
- ☒ **N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ☒ **Yes**
- ☐ No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- ☒ **Yes**
- ☐ No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- ☒ **Yes**
- ☐ No

## Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☐ Yes
- ☐ No
- ☒ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- ☒ Yes
- ☐ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- ☒ Yes
- ☐ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

## Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☐ Yes
- ☐ No
- ☒ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- ☒ Yes
- ☐ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- ☒ Yes
- ☐ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

## K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- ☒ Yes
- ☐ No
- ☐ N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- ☒ Yes
- ☐ No
- ☐ N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- ☒ Yes
- ☐ No
- ☐ N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- ☒ Yes
- ☐ No
- ☐ N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- ☒ Yes
- ☐ No
- ☐ N/A

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- ☒ **Yes**
- ☐ No
- ☐ N/A

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- ☒ **Yes**
- ☐ No
- ☐ N/A

8. A continuous improvement process is in place for the K-3 program.

- ☒ **Yes**
- ☐ No
- ☐ N/A



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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