2021-22 Phase One: Continuous Improvement Diagnostic for Schools

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
Williamsburg, Kentucky, 40769
United States of America

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Pleasant View Elementary School

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The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Please enter your name and date below to certify.

Bobby Gibbs, 9/14/21

2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Pleasant View will use the described process below to review, analyze, and apply data results to develop this year's plan. We begin with a PowerPoint presentation created by the principal that displays an abbreviated version of our strengths and weaknesses. Teams of teachers and stakeholders are created with effort to include at least one primary and one intermediate teacher. Resource teachers, staff, and parent members are assigned to teams as deemed most appropriate. Teams are given an analysis template designed to guide in-depth dissection and organization of each content area along with the applicable data using a variety of data sources(MAP, STAR Reading, Star Math, KPREP). Once the data has been analyzed,

participants come back together to present their findings. Discussions lead to identification of weaknesses and gaps. This analysis is formally presented during the next scheduled S.B.D.M. meeting. Council reviews the data and decides which area(s) should be targeted for the current year. This year the council voted to target math instruction as it was identified as being at the greatest deficit following the Covid Pandemic and Virtual instruction. Student achievement is addressed at every SBDM meeting and documented in the minutes. Data analysis continues throughout the year during PLCs. In addition to the aforementioned data review, grade level teachers in collaboration with the principal and a district instructional coach as well as with outside instructional coaches provided by the SESC Cooperative and Elgin Foundation as well as The New Teacher Center meet every week to discuss and monitor student progress and interventions. The teams examine Aims-web and Review 360 academic and behavior interventions in addition to standard assessment data. Collaboration is recorded using Google collaboration tools. The final analysis team this year consisted of 19 certified members and 10 parent/community/support staff members: SBDM Council Bobby Gibbs- SBDM Chairperson RC Frazier- Teacher Member Christey Moses-Teacher Member Shane Gibson- Teacher Member Laura Bull- Parent Member Rebecca Jarboe-Parent Member Teachers: Hannah Shelley, Rachel Clifford, Kayla Adkins, Debra Cox, Christy Frazier, RoyJoe Rhodes, Mahalia Logan, Christey Moses, Michelle Helton, Suzette Jones, Jade Jones, Lisa Potter Smith, Mike Johnson, Tyler Ayers, Casey Barnett, Mary Adkins, Teresa McFarland and Elizabeth Meadors. Classified Employees & Parent Members: Tiffany Casper, Angela Crusenberry, Ramona Lindsay, Teresa Lambdin, Sherri Smith, Yonnie McNeil, Jenny York.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

-The previous two years have indicated a decline in students scoring proficiency in mathematics, in 2017 the number of students scoring at or above proficiency was 85.4% on the K-PREP assessment in 2018 that number was 78.7% in 2019 students scored above proficiency at a rate of 69.6%. In 2020 we have no student data as the KPREP assessment was not administered. In 2021 we saw only 30.9% of students scoring at or above Proficiency on the Mathematics assessment.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-Forty-seven percent (47%) of students scored at or above proficiency on KPREP Reading compared to thirty-nine percent (39%) statewide in the 2020-21 academic year . -Thirty-one percent (31%) of students scored at or above proficiency on KPREP Mathematics compared to thirty-one percent (31%) statewide in the 2020-21 academic year. -Thirty-two percent (32%) of students scored at or above proficiency on KPREP Writing compared to forty percent (40%) statewide in the 2020-21 academic year. -Seventeen percent (17%) of students scored at or above proficiency on KPREP Science compared to twenty-five percent (25%) statewide in the 2020-21 academic year. Non-Academic Current State -There were two discipline referrals for the 20-21 academic school year. -Teacher Attendance: Teacher attendance rate was 86% for the 2020-21. -The number of behavior referrals decreased from 148 in 2019-20 to 2 in 2020-21, it is to be noted that a majority of the school year was in a virtual or hybrid model. -Survey results and perception data from the Impact KY survey indicated 92% of teachers felt that the school has been supportive of their growth as a teacher. -42.9% of incoming Kindergarten students are Kindergarten ready according to the Brigance screener, while 43.9% of students are not ready. Female students are shown to be ready at a much higher rate 57.9% than their male counterparts at 25% ready. Overall, 42 students were retained and there were 62 behavior referrals. For the school year, there were 12 out of school suspensions. -Retention Data reveals that 25 students were retained in the 20-21 school year.

Priorities/Concerns

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4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

-Thirty-one percent (31%) of students scored at or above proficiency on KPREP Mathematics in the 2020-21 academic year. -The percentage of students scoring proficient in math is 30.9% compared to 47.2% in reading. -Forty-seven percent of students scored at or above proficiency on KPREP Reading in the 20-21 academic year. -32.1% of students scoring at or above proficiency in writing, remains at 7.7% behind the state average of 39.9%.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

-The percent of our students scoring at or above proficiency in reading on KPREP at 47.2% is 7.7% above the state average. -The percent of our students scoring at or above proficiency in mathematics on KPREP at 30.9% is 5.8% above the state average. -2 discipline referrals in 2020-21. -Our school has also been working strategically on our K-6 rollout of the Houghton Mifflin-Into Reading series as well as additional Social Studies and Science curriculum from Houghton Mifflin. -Our teachers continue to work with district leadership in mapping and vertically alignment of the new materials and curriculum. -We have developed a School Walkthrough Instrument in partnership with the SESC coop and Elgin principal support team.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See Attachment.

ATTACHMENTS

Attachment Name

📄 Key Elements Pleasant View Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements Pleasant View Elementary	Evidentiary document that identifies areas that Pleasant View Elementary supports the 6 Key Learning Processes.	• 6

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• PLC minutes • Curriculum Maps • Pacing guides • Lesson Plans • Learning Targets • Vertical and Horizontal Alignment • Striving Readers Comprehensive Literacy (SCRL) • Literacy Design Collaborative • SBDM Minutes
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• STAR Assessment Data • NWEA MAP Growth Assessment Data • PLC Meetings • Walkthrough Notes • Lesson Plans • Writing Scrimmage Data • Title I Data • Usage and Progress Reports (Study Island, IXL, Exact Path, ReadWorks.org)
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• PLC Minutes • STAR Assessment Data • IOWA Assessment Data • NWEA MAP Growth Assessment Data • Curriculum Team Meetings and Participation • Data Review Days • Classroom Grades • Formative and Summative Assessments

2021-22 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
Williamsburg, Kentucky, 40769
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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- o No
- o N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**

o No

o N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**

o No

o N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

o No

o N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

o No

o N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**
o No
o N/A
COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
o No
o N/A
COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
o No
o N/A
COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
o No
o N/A
COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- **Yes**
o No
o N/A
COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- **Yes**
o No
o N/A
COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
o No
o N/A
COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
o No
o N/A
COMMENTS

15. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
o No
o N/A
COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**
o No
o N/A
COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

- **Yes**
- o No
- o N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- o Yes
- o No
- **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes

o No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

 o Yes
 o No
 ● **N/A**
COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

 o Yes
 o No
 ● **N/A**
COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

 o Yes
 o No
 ● **N/A**
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
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2021-22 Phase Two: School Safety Report
School Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

If the answer is "no", please explain in the comment box.

Yes

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

If the answer is "no", please explain in the comment box.

Yes

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

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes. July 2021

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

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes. August 10, 2021

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

No. Due to COVID-19 pandemic, our district was virtual in January. Our school did required drills upon returning to in person instruction in March.

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

cognia

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
Williamsburg, Kentucky, 40769
United States of America

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cognia

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

We believe all children can learn. Our focus is to ensure that all children learn and are prepared to be successful citizens in society. Providing a quality of Excellence in education is Pleasant view Elementary's commitment to all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools

Generated on 12/20/2021

Pleasant View Elementary School

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Increasing the number of all students scoring proficient and distinguished in Mathematics. 2. Increasing the number of all students scoring proficient and distinguished in Reading.

3. How do the identified **top two priorities** of professional development relate to school goals?

Literacy is an essential need in allowing students to transition to becoming independent successful citizens. Mathematics is essential in allowing students to understand and make sense of the world around them, thus giving them the ability to understand concepts and relationships and be successful. Both of these concepts are critical to allowing our students to succeed outside of Pleasant View Elementary.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Our specific goal is to increase the math proficiency rates for all students with a Disability from 30.9% to 40.17% in 2024.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is to see an increase in student achievement in the area of mathematics. Following the pandemic we have experienced a significant decline according to the KSA as well as other assessment criteria. Improve and enhance mathematics instruction. Develop processes by which educators and students alike are successful.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

• Increase in KSA mathematics proficiency. • Novice Reduction in mathematics. • Increased MAP mathematics scores. • Increased student successes daily, observed through daily practices, and formative assessments.

4d. Who is the targeted audience for the professional development?

Educators and administrators directly, students and their successes are targeted indirectly.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

• Students • Teachers • Administrators • District Personnel • Parents

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teaching Staff, Administrative Staff, Available Technology, Data Sources, Grant Funding/School Funds, Common Planning Time.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Follow up/Monitoring during Professional Learning Communities with assistance of district personnel.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

A variety of sources will be used to monitor implementation of professional development, which include but are not limited to: Walkthroughs, Student Work, Observations, Peer Observations, PLC, and Assessments.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increasing the number of all students scoring proficient and distinguished in Reading from 47.2 to 51.9 in 2022.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is to see an increase in student achievement in the area of reading. Following the pandemic we have experienced a significant decline in students scoring at or above proficiency according to the KSA as well as other assessment criteria. Improve and enhance reading instruction. Develop processes by which educators and students alike are successful.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

• Increase in KSA reading proficiency. • Novice Reduction in reading. • Increased MAP reading scores. • Increased student successes daily, observed through daily practices, and formative assessments.

5d. Who is the targeted audience for the professional development?

Educators and administrators directly, students and their successes are targeted indirectly.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

• Students • Teachers • Administrators • District Personnel • Parents

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teaching Staff, Administrative Staff, Available Technology, Data Sources, Grant Funding/School Funds, Common Planning Time.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Follow up/Monitoring during Professional Learning Communities with assistance of district personnel.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

A variety of sources will be used to monitor implementation of professional development, which include but are not limited to: Walkthroughs, Student Work, Observations, Peer Observations, PLC, and Assessments.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
Williamsburg, Kentucky, 40769
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our plan outlines clearly our objectives moving forward. Many of the successful strategies and the research based approach we have used previously is outline in our the Comprehensive school improvement plan. Reading and Mathematics continues to be an area of focus as the Coronavirus Pandemic has created quite the deficit over the last couple of years of virtual and hybrid instructional atmospheres. Writing continues to be an area of focus along with science and social studies. We also hope to address a significant gap within students with an identified disability in the area of reading.

ATTACHMENTS

Attachment Name

📄 Pleasant View CSIP Goals/Plan

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the

improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Pleasant View CSIP Goals/Plan	This document contains Goals and Objectives through 2024 for Pleasant View Elementary.	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required school goals include the following:
    - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
    - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 51.9 in 2022 and mathematics from 30.9% to 34% in 2024.	**KCWP 1:** Design & Deploy Standards	All teachers will refine alignments to the curriculum on an on-going basis as lesson plans are developed in bi-weekly PLCs. Notes, ideas and concerns will be noted as adjustments are made.	Grade Level PLC Minutes	08/01/2021 - 07/01/2022 All teachers Bobby Gibbs	0
		School-wide surveys will be conducted to identify concerns & recommendations for curriculum revisions, gaps and inconsistencies. Select teachers from each grade level will attend the district's annual summer curriculum alignment/mapping meetings to ensure standards are met.	Summer alignment results/documents	06/01/2021– 07/01/2022 Selected teachers District Instructional team	0
	KCWP 4: Review, Analyze and Apply	The principal will guide teachers in the analysis of students' applicable universal assessment results following each cycle of testing (STAR, MAP, STAR Early Literacy). It will identify instructional gaps, instructional trends, and weaknesses, which will guide instruction. The district instructional coaches will assist with the analysis.	Analysis Reports	08/01/2021 - 08/01/2022 All teachers District Instructional Team Bobby Gibbs	0
		Teachers will provide timely, effective feedback during the learning process to students via verbal responses, written annotations, conferencing, examples and models. Rubrics will be used to let students know what needs to be done in order to improve their performance.	Student products Improved writing scores	O8/01/2021-08/01/2022 All teachers	0

Goal 1 (State your proficiency goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		K-6 students identified as at-risk may qualify for the grant funded in school/after school Save the Children Program (STC). Researched based strategies are utilized in small group settings to accelerate student achievement.	Program Records	O8/01/2021-08/01/2022 Teresa McFarland	STC Grant $75000
		Students performing well below average will be benchmarked in the Aimsweb Plus program to determine the area of progress monitoring needed and students will be placed in the RTI program as meticulously described in the attached school/district RTI procedures & protocol.	AIMSwebPlus records	O8/01/2021-08/01/2022 Christy Frazier-Moses	0
	KCWP 6: Establish Learning Culture and Environment	As needs are identified students will have access to services provided by the school counselor, school nurse; FRC, DDP, and the Cabinet for Family & Children to help reduce barriers to learning.	Program Records	08/01/2021- 08/01/2022 All teachers Donna Stevens Shirley Lawson Tammy Morris	0
		Teachers will encourage daily attendance. PTO will provide attendance incentives as described in their policy, which includes an end of the year field trip, trophies and other rewards as funding allows. If a student's attendance begins to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings the appropriate steps and/or resources will be initiated to improve/correct the attendance.	Attendance Records Program service records	8/01/21-08/01/22 All teachers Angela Crusenberry Patrick Bowlin Shirley Lawson Martin Lawson Bobby Gibbs Community Collaboration with Children DCBS	Donations (PTO)

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Partnership with Community Collaboration for Children.			
	KCWP5: Design, Align, Deliver Support	**KCWP5:** Two formal parent/teacher conferences will be conducted. Student progress, test results, and other pertinent information will be gathered and discussed with appropriate improvement plans created, if needed.	Parent/Teacher Sign-in Sheets	Bobby Gibbs	0
		KCWP5: Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress.	Infinite Campus Records	08/01/2021 - 08/01/2022 All Teachers Patrick Bowlin Bobby Gibbs	0
		KCWP5: Teachers will maintain a daily parent log and other evidence showing frequent parent contacts throughout the year to sustain open communication about student progress and school activities.	Parent Logs PLC Notes	08/01/2021- 08/01/2022 All Teachers Bobby Gibbs	0
		KCWP5: The school will 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	08/01/2021-08/01/2022 Bobby Gibbs Elizabeth Meadors Jenny Chute Richard Frazier Shane Gibson	Title I $1000

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KCWP5: The principal will utilize the district All-Call system and Facebook Page to keep parents informed of school events and deadlines.	Recording Log	08/01/2021 - 08/01/2022 Bobby Gibbs	0
		KCWP5: 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 P.A.V.E. Time sheets	08/01/2021 - 06/01/2022 All school staff Stacey Sasko	0
		KCWP5: 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	08/01/2020 - 08/01/2021 Bobby Gibbs Paula Rickett	$0
	KCWP3:Design and Deliver Assessment Literacy	Universal assessments will be administered to qualifying students three times a year when in-person learning is permitted: MAP, STAR Reading, STAR Early Literacy Annual assessments include IOWA and KSA. Triangulation of data will be conducted during PLCs and presented to SBDM Council for discussion. See the attached assessment matrix.	Assessment data	08/01/2021 - 08/01/2022 All teachers Sherri Smith Bobby Gibbs Heather Stewart Kellie Anderson SBDM Council	

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Kindergarten students will strive to reach the district's Eager Reader status and first grade students will strive to reach Independent Reader status as described in the district guidelines, Incentives will be in place to motivate students. These classifications confirm grade level proficiency and encourages student efforts.	Student certifications Accelerated Reader Reports	08/01/2021 - 08/01/2022 K-1 teachers Elizabeth Meadors Bobby Gibbs	General Fund $200
	KCWP1: Design and Deploy Standards	Teachers, para-educators and those in leadership will be provided opportunities to participate in professional learning designed to meet various and specific needs as described in the district and S.B.D.M. policies/protocols.	PD Requests & certificates of attendance	08/01/2021- 08/01/2022 Kim Creekmore S.B.D.M. Council Bobby Gibbs Staff members	PD Funds $300
		Teachers will participate in the district's four-day grade academies prior to the first day of school for professional learning sessions that focus on various aspects of the curriculum, programs, and identified needs from teacher surveys.	Sign-in Sheets Academy schedule	08/01/2021-08/01/2022 All teachers Kim Creekmore	0
	KCWP2: Design and Deliver Instruction	Students will utilize appropriate computerized programs to support student learning; IXL, Math facts in a Flash, Accelerated Reader, Study Island, Cool Math Games, Exact Path, Spelling City, Starfall, Myon, Epic, and Destination Reading.	Subscriptions Usage Records Program Assessments	08/01/2021 - 08/01/2022 All teachers Bobby Gibbs Sherri Smith Kevin Anderson Richard Frazier	Instructional & Grant Funds $6400
		The school will continue to participate in the Read to Achieve Grant that provides the Reading Recovery	Grant Documents	08/01/2021-08/01/2022 Elizabeth Meadors Kim Creekmore	RTA Grant Funds

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 47.2 in 2021 to 61.36 in 2024 and mathematics from 30.9% to 40.2% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Program, CIM Intervention and the plus-one teacher design that trains one additional teacher in effective reading strategies to build continuity between grade levels.		Heather Stewart	
		A K-3 Math interventionist will provide services to students who have been identified as at-risk based upon the program's criteria. The program's plus one design also trains a classroom teacher to create continuity of research-based strategies.	Grant Documents	08/01/2021-08/01/2022 Jenny Chute Kim Creekmore	Grant Funds
		Teachers will utilize the Wordly Wise Vocabulary Program on a weekly basis, which provides students with direct instruction in linking vocabulary with reading comprehension.	Student workbooks Grant Documents Summative assessments	08/01/2021-08/01/2022 All teachers Laurel Bowlin	Striving Reader Grant
		Students will continue to utilize the library for the Accelerated Reader Program. It is an integral part of the reading curriculum providing students with individualized reading material. Books and leveled readers will also be available to students and teachers to create a rich literacy environment in both the library and classroom.	Library circulation records	08/01/2021-08/01/2022 All teachers RC Frazier Laurel Bowlin	0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): **Increase the percentage of students scoring proficient/distinguished in science from 13% in 2021 to 17.9% in 2024 in social studies from 77.1% to 80.2% in 2022 and in writing from 33.3% to 43.2% in 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient/distinguished in science to 14.3%% in social studies to 80.2%% and in writing to 36.6% by 2022.	**KCWP1:** Design and Deploy Standards	Teachers will use the grade level pacing guides along with the content standards to facilitate lesson pacing and completion of challenging, aligned lessons.	Lesson Plans	08/01/2021-08/01/2022 All Teachers Bobby Gibbs	0
		All teachers will use the claim, evidence, reasoning approach to help students develop an understanding for and the ability to perform the eight practices of science & engineering identified in the NGSS Framework. Teachers will adhere to the district's grade level specific frequency requirements	Lesson Plans	08/01/2021-08/01/2022 All Teachers Bobby Gibbs	0
		Teachers will enhance their science and social studies instruction through computer programs and websites; Scratchpad, NASA for students, How Stuff Works, Exploratorium, Documentaries, National Geographic Kids, Ben's Guide to U.S. Government, Money as You Grow. Students will become more engaged with the content resulting in better understanding and longer retention. Periodicals include: Time Magazine and Scholastic Magazine	Lesson Plan, Student Productions	08/01/2021-08/01/2022 All Teachers	Striving Reader Grant
	KCWP2: Design and Deliver Instruction	**KCWP2:** Writing will be integrated in all subject areas through short answers and constructed responses as a method of formative and summative assessments.	Student Products	08/01/2021-08/01/2022 All Teachers	0

Goal 2 (State your separate academic indicator goal.): **Increase the percentage of students scoring proficient/distinguished in science from 13% in 2021 to 17.9% in 2024 in social studies from 77.1% to 80.2% in 2022 and in writing from 33.3% to 43.2% in 2024.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Guest speakers will be invited to share their expertise as teachers deem appropriate to deepen student knowledge and link to real world concepts.	Lesson Plans	08/01/2021-08/01/2022 All Teachers	0
		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.	Classroom Folders Teacher Lesson Plans	08/01/2021-08/01/2022 All Teachers	0
		The district writing coach will conduct on-site visits with classroom teachers to assist with instruction, modeling and student conferences	Guest sign in sheet. Lesson Plans Student Achievement	08/01/2021-08/01/2022 All Teachers Laurel Bowlin	0
	KCWP3: Design and Deliver Assessment Literacy	Students will use their own assessment data to set short- and long-term goals for unmastered skills with teacher assistance. Students will monitor their own progress with formative assessments.	Student work	08/01/2021-08/01/2022 All Teachers	0
		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.	PLC Notes Common Planning	08/01/2021-08/01/2022 All Teachers	0
		KCWP3: Teachers will refer to the district's/school writing policy for	Lesson Plans	08/01/2021-08/01/2022 All Teachers District Instructional Coaches.	0

Goal 2 (State your separate academic indicator goal.): **Increase the percentage of students scoring proficient/distinguished in science from 13% in 2021 to 17.9% in 2024 in social studies from 77.1% to 80.2% in 2022 and in writing from 33.3% to 43.2% in 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grade specific requirements and the scope and sequence of writing skills. Students are required to maintain a writing folder containing evidence of requirements and are monitored by the district writing coach. Grades 4 & 5 will use the iReady program for individualized and practical instruction.			
	KCWP4: Review, Analyze and Apply Data	Grades 3-6 will integrate K-PREP released items into their curriculum where deemed appropriate. Students will help critique each other's work using state rubrics in order to become familiar with the standards and expectations.	Student Products Student growth	08/01/2021-08/01/2022 All Teachers	$0
		Teachers will utilize TCTs found in the Through Course Task database as a form of classroom embedded assessment using annotated student work samples to assist in evaluation, instruction, and actionable feedback.	TCT Tasks Lesson Plans	08/01/2021-08/01/2022 All Teachers District Instruction Coaches	0
		Grades 3-6 will participate in science, writing and social studies scrimmage. Prompts will be obtained from previous K-PPEP released items and student products will be blind scored using state rubrics. Results will be analyzed during PLCs and teacher meetings to identify instructional gaps and generate ideas for effective feedback to improve student performance.	Lesson Plans PLC Notes	08/01/2021-08/01/2022 All Teachers Bobby Gibbs District Instructional Coaches	0

Goal 2 (State your separate academic indicator goal.): **Increase the percentage of students scoring proficient/distinguished in science from 13% in 2021 to 17.9% in 2024 in social studies from 77.1% to 80.2% in 2022 and in writing from 33.3% to 43.2% in 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP5: Design, Align, Deliver Support Process	**KCWP5:** Family projects will be assigned periodically that focuses on specific topics to encourage family involvement and extended learning.	Lesson Plans	08/01/2021-08/01/2022 All Teachers	
	KCWP6: Establish Learning Culture and Environment	**KCWP6:** Teachers will collaborate with the Visual Performing Arts teacher for enrichment and create a more in-depth coverage of the content as deemed appropriate.	Lesson Plans PLC	08/01/2021-08/01/2022 All Teachers	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the reading proficiency rates for students identified with a disability in reading from 43.7% in 2021 to 48.1% in 2022.	**KCWP1:** Design and Deploy Standards	**KCWP1:** Teachers will collaborate with all pertinent resource teachers to determine student placement and program services that best meet student needs.	Program records	Teresa McFarland Elizabeth Meadors Christy Frazier-Moses Jenny Chute	0
	KCWP2: Design and Deliver Instruction	**KCWP2:** Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to after school services when available.	Referrals Program records	08/01/2021 -05/01/2022	0
	KCWP4: Review, Analyze and Apply Data	**KCWP4:** Teachers will use the computerized program Grade-Cam to score various assessments. Reports will provide a breakdown of specific skills/standards that were not met and results will be discussed during grade level PLCs to determine instructional changes and/or grouping of students for remediation.	Grade Cam Reports	08/01/2021 -08/01/2022	$1500
		KCWP4: Following each cycle of universal assessments, teachers will conference	Student Goals	08/01/2021 -04/01/2022	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.			
	KCWP5: Design, Align, Deliver Support Processes	**KCWP5:** Teachers will provide parents/guardians relevant information, materials, and ideas to help struggling students meet standard requirements.	Parent Contact Logs	08/01/2021 -08/01/2022	$0
	KCWP6: Establish Learning Culture and Environment	**KCWP6:** School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/01/2021 -08/01/2022	$200 PTO
	KCWP2: Design and Deliver Instruction	**KCWP2:** Teachers will utilize the Into Reading programs to provide instruction and differentiate instruction.	Lesson Plans	08/01/2021 -08/01/2022	$0
Objective 2 **Increase the average math proficiency rates for all female students from 21.2% in 2021 to 23.3% in 2022.**	**KCWP1:** Design and Deploy Standards	**KCWP1:** Teachers will collaborate with all pertinent resource teachers to determine student placement and program services that best meet student needs.	Program records	Teresa McFarland Elizabeth Meadors Christy Frazier-Moses Jenny Chute	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2: Design and Deliver Instruction	**KCWP2:** Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to after school services when available.	Referrals Program records	08/01/2021 -05/01/2022	0
	KCWP4: Review, Analyze and Apply Data	**KCWP4:** Teachers will use the computerized program Grade-Cam to score various assessments. Reports will provide a breakdown of specific skills/standards that were not met, and results will be discussed during grade level PLCs to determine instructional changes and/or grouping of students for remediation.	Grade Cam Reports	08/01/2021 -08/01/2022	$1500
		KCWP4: Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Student Goals	08/01/2021 -04/01/2022	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3	**KCWP5:** Design, Align, Deliver Support Processes	**KCWP5:** Teachers will provide parents/guardians relevant information, materials, and ideas to help struggling students meet standard requirements.	Parent Contact Logs	08/01/2021 -08/01/2022	
	KCWP6: Establish Learning Culture and Environment	**KCWP6:** School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/01/2021 -08/01/2022	$200 PTO
	KCWP2: Design and Deliver Instruction	**KCWP2:** School Staff will utilize simple solutions to provide intervention to students who are performing below grade level.	Lesson Plans	08/01/2021-08/01/22	$1500

4: Growth

Goal 4 (State your growth goal.): **Increase % of students showing growth by 5% by 2024 in Reading and Math**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase % of students showing growth by 5% by 2024 in Reading and Math.	**KCWP1:** Design and Deploy Standards	**KCWP1:** Small group instruction, deliver direct instruction and/or specific need intervention programs inside the classroom and one on one online instruction for at-risk students.	Formative/summative assessments	08/01/2021-08/01/2022 All teachers	0
		KCWP1: All students will receive research-based instruction through the classroom reading and math curriculum; Houghton Mifflin Into Reading series and the Go-Math series.	Weekly assessments	08/01/2021-08/01/2022 All teachers	0
	KCWP4: Review, Analyze and Apply Data	**KCWP4:** Universal assessments: MAP, STAR Reading and/or STAR Early Literacy will be used in conjunction with classroom performance to determine the most appropriate intervention for those not meeting grade level benchmarks. The student's instructional team will create intervention plans.	Assessment results AIMSwebPlus records	08/01/2021-08/01/2022 All teachers	$0

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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2021-22 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
Williamsburg, Kentucky, 40769
United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pleasant View Elementary is located just off 25W in southern Whitley County and has provided quality education since 1938. We currently serve approximately 280 students preschool through sixth grade with 23 certified staff members and several support personnel. Our homerooms are 12:1 ratio. We also have an in-building preschool program with two IECE educators and two full time CDA assistants who serve 3 and 4 year-old students. We have Math and Reading Interventionists, four special needs teachers, one media specialist, and one physical education/visual arts teacher. The average years of experience for our teachers is 14.2 with 100% of our teachers have degrees above a Bachelor of Science or Bachelor of Arts. According to the latest census, 26.5% of Whitley County residents are living below the poverty level. According to the 2020-21 Qualifying Data Report, 100% of our students qualify for free and reduced lunches. Many of our students come from blended families, single parent homes, and/or from a grandparent guardianship. Our school atmosphere is one of professionalism, pride and salutation. We are assertive in the belief of a first-class education and strive to successfully implement the latest researched based strategies and programs to produce such quality. Our curriculum offers physical/health education and visual arts in addition to a variety of special programming throughout the year from outside sources. We encourage and practice communication among all of our stakeholders to form a trusting, cooperative relationship to enhance academic productivity. Teachers share collegial relationship resulting in a rigorous curriculum, high expectations, with attention given to transitions and continuity through Professional Learning Communities which creates a professional support system that strengthens all aspects of instruction and daily operations. Our students and community benefit from several key grant programs and the resources they provide: Math Achievement Fund, Read to Achieve, Striving Readers Comprehensive Literacy, and Save the Children.

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.

We have several grant funded programs that enhance student achievement; The Mathematics Achievement Funds provides math Intervention for grades K-3 and

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12/20/2021

Pleasant View Elementary School

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

Notable Achievements and Areas of Improvement

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

Our school with the support of S.B.D.M. Council and our health instructor was nationally recognized by the Alliance for a Healthier Generation. In 2018 and 2019 our school received the bronze level award, which was one of a handful awarded statewide. America's Healthiest Schools earn the distinction by successfully meeting a rigorous set of criteria for serving healthier meals and snacks, getting students moving more, offering high-quality health and physical education, and empowering school leaders to be healthy role models. The 2018-2019 K-PREP assessment data revealed a decrease in novice performance, however, the school scored significantly higher than the state average in several areas. Based on the 2018 - 2019 KREP assessment data, our school received the designation of a "Four Star" school. The 2020 Kentucky summative assessment revealed reading scores among the top 20% of all schools tested. We have also experienced a continued decline in behavior referrals in the last five years. We seek to see our students scoring in the top 25% in both math and reading assessments at the state level. We would also like to see our novice rates below 8%, which is where they were prior to the coronavirus pandemic.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Our school has excellent technologies and support our school currently offers 1:1 Chromebooks. Each classroom is equipped with a 70" Viewsonic Interactive Touch Panel. We will also be updating and implementing a STEAM lab, to further provide opportunities in the areas of Science, Technology, Engineering, Art, Mathematics. These technologies and access will help prepare students for real world occupations and applications. We are additionally also seeing an increase in the number of parents who attend open house and parent teacher nights.

Attachment Summary

Attachment Name	Description	Associated Item(s)