2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 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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. 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 2020-21 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
• Closing the Achievement Gap Diagnostic 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.

Please enter your name and date below to certify.

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Pleasant View Elementary School

Bobby Gibbs 9/8/20

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

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

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Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

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Protocol

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

Pleasant View will use the described process below to review, analyze, and apply data results to develop this year's plan. Due to the lack of KPREP data for the 19-20 school year the principal will use the KASC Forecasted Data and schedule a date for school-wide data disaggregation using additional sources of data alongside the KASC Forecasted Data Model. This date will be shared with all staff and stakeholders. We begin with a PowerPoint presentation created by the principal that displays an abbreviated version of our strengths and weaknesses. Teams of teachers and stakeholders are created with effort to include at least one primary and one intermediate teacher. Resource teachers, staff, and parent members are assigned to teams as deemed most appropriate. Teams are given an analysis template designed to guide in-depth dissection and organization of each content area along with the applicable data using a variety of data sources(MAP, STAR Reading, Common Assessment Data) to inform the KASC forecasted model. Once the data has been analyzed, participants come back together to present their findings. Discussions lead to significant weaknesses and gaps. This analysis is formally presented during the next scheduled S.B.D.M. meeting. Council reviews the data and decides which area(s) should be targeted for the current year. This year council voted to targeted math. Student achievement is addressed at every SBDM meeting and documented in the minutes. 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, Brandi Smith, Kayla Adkins, Debra Cox, Christy Frazier, Michael Branham, Mahalia Logan, Christey Moses, Michelle Helton, Suzette Jones, Amanda Head, Jade Jones, Lisa Potter Smith, Mike Johnson, Tyler Ayers, Casey Barnett, Mary Adkins, Teresa McFarland and Elizabeth Meadors. Classified

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Employees & Parent Members: Tiffany Casper, Brenda Lawson, Ramona Lindsay, Teresa Lambdin, Sherri Smith, Yonnie McNeil, Jenny York.

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Current State

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

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current State: Academic State Due to Covid 19 and the cancellation of the 2019-2020 KPREP Test, data for the current academic state for Pleasant View Elementary is taken from the KASC K-PREP Data Forecast. The forecast data is based on five years of K-PREP data from the School Report Card. Math % Proficient & Distinguished – All Students Tested 2015 – 52.3% of students scored proficient or distinguished. 2016 – 55.3% of students scored proficient or distinguished. 2017 – 61.7% of students scored proficient or distinguished. 2018 – 61.6% of students scored proficient or distinguished. 2019 – 57.9% of students scored proficient or distinguished. Reading % Proficient & Distinguished – All Students Tested 2015 – 47.7% of students scored proficient or distinguished. 2016 – 61.7% of students scored proficient or distinguished. 2017 – 62.4% of students scored proficient or distinguished. 2018 – 64.9% of students scored proficient or distinguished. 2019 – 66.2% of students scored proficient or distinguished. Proficient/Distinguished - Reading Proficient/Distinguished - Math Economically Disadvantaged Economically Disadvantaged 2015 - 46.6% 2015 – 50.8% 2016 - 58.3% 2016 – 53.5% 2017 - 61.1% 2017 – 61.2% 2018 - 63.9% 2018 – 60.9% 2019 - 64.8% 2019 – 56% Disability Disability 2015 – 56.7% 2015 – 63.3% 2016 - 72.3% 2016 – 74.4% 2017 - 87.8% 2017 – 85.4% 2018 - 85.1% 2018 – 78.7% 2019 - 78.3% 2019 – 69.6% White White 2015 -

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48.1% 2015 – 56.3% 2016 - 63% 2016 – 56.3% 2017 - 62.2% 2017 – 60.8% 2018 - 65.3% 2018 – 62.6% 2019 - 66.4% 2019 – 58.6% Male Male 2015 - 47% 2015 – 57.6% 2016 - 64% 2016 – 64% 2017 - 66.7% 2017 – 70.4% 2018 - 67.9% 2018 – 65.4% 2019 - 66.7% 2019 – 61.1% Female Female 2015 - 48.5% 2015 – 47% 2016 - 59.1% 2016 – 45.5% 2017 - 57.4% 2017 – 51.5% 2018 - 61.6% 2018 – 57.5% 2019 - 65.8% 2019 – 54.8% Non-Academic Current State -86.9% of our students qualify for Free and Reduced lunch in 2019-20. Compared to the state average just below 61%. -Our attendance rate of 93.75% compared to the district which had an average attendance rate of 92.99 through 6 months of attendance%. -We had 148 discipline referrals in grades K-6 for 2019-20.

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Priorities/Concerns

. Clearly and concisely identify 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.

-In 2019 the number of students scoring proficient and distinguished dropped from 61.6 to 57.9 in mathematics. -In 2019 the number of students identified with a disability scoring proficient and distinguished dropped from 78.7 to 69.6 in Mathematics. -In 2019 the number of students identified as economically disadvantaged scoring proficient and distinguished dropped from 60.9 to 56 in Mathematics. -In 2019 the number of students identified with a disability scoring proficient and distinguished in reading dropped from 85.1 to 78.3. -In 2019 the number of students scoring proficient and distinguished in writing dropped from 67.4 to 54.3.

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Trends

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

-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% in 2018 that number was 78.7% and since that number has declined significantly since to 69.6 in 2019.

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Potential Source of Problem

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

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

To improve Math skills, teachers will use different methods of teaching to meet needs of all students. New and existing Math programs will be implemented with stress on learning skills to succeed. One program for Math we will be utilizing is the Go Math! series, which approaches problem solving from many different angles to help differentiate among students. Another program being used is Add+Vantage MR Math Intervention being taught by a Math Intervention Specialist. This program will be used with students Kindergarten through third grade. Students in grade fourth through sixth will be receiving Math Interventions through a Math Lab daily. Two teachers will be trained through Kentucky Center for Mathematics and will work with the Math Intervention teacher to implement more in-depth Math instruction in class. Simple Solutions Math supplement will also be utilized and progress tracked among grade level standards in grades 3-6. Students who have been identified below proficiency in mathematics will receive additional instruction provided thru an AmeriCorps grant which will employ an individual to work with students identified below proficiency in grades 3,4,5 using the Simple Solutions Math Supplement. We also have Save The Children Program, which will be implementing the program, Crazy 8's, will be used for the afterschool program and will serve students from Kindergarten through fifth grade. This program is used to reduce Math anxiety, so students can improve their skills. In order to increase proficiency in writing we will utilize the newly created district writing plan along with participation with a district instructional coach to monitor writing progress. In addition, students will complete hands-on activities through project-based learning, integrated research, writing, and technology. All assignments will be assessed through rubrics and online assessment programs. The curriculum will be supplemented with IXL and Study Island online programs at least three times per week.

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Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

-Reading Proficiency has increased over the last five years from 47.7% to 66.2%.
-Social studies increased from 65.1% Proficiency in 2018 to 77.1% in 2019. -The last 4 years has shown a decline in discipline events each year.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Assurances

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Pleasant View Elementary School
Bobby Gibbs
85 Stringtown Road
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United States of America

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

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

Title I Schoolwide Programs

2. 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

3. 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

4. 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

5. 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

o N/A
COMMENTS

6. 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

7. 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 Code of Federal Regulations (CFR) 200.26.

● **Yes**
o No
o N/A
COMMENTS

8. 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**
- ○ No
- ○ N/A

COMMENTS

9. 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**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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.

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

11. 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.

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

12. 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.

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

13. 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.

    ○ Yes

o No
● **N/A**
COMMENTS

14. 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

15. 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

16. 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

17. 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

18. 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

19. 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

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- **● Yes**
- o No
- o N/A

COMMENTS

21. 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

• **Yes**
o No
o N/A
COMMENTS

29. 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

30. 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

31. 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

32. 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

33. 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**
○ No
○ N/A
COMMENTS

34. 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**
○ No
○ N/A
COMMENTS

35. 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**
○ No
○ N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

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

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2020-21 Phase Two: School Safety Report

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School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, 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) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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. 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 district in the comment box. If the answer is "no", please explain in the comment box.

July 2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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, 8-11-2020

7. During the first 30 instructional days of the <u>current</u> 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

8. During the month of January during the <u>prior</u> 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

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools -

Generated on 02/02/2021

Pleasant View Elementary School

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Pleasant View Elementary School

2020-21 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

   1. What is the school's mission?

   We believe that 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.

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?

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Pleasant View Elementary School

1. Increasing the number of students identified with a disability scoring proficient and distinguished in Mathematics. 2. Increasing the number of students identified with a disability 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 the world around them, thus giving them to ability to understand concepts and relationships and be successfully. 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 students with a Disability from 69.6% in 2019 to 77.8% in 2022.

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. 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 KPREP 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.

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

• Students • Teachers • Administrators • District Personnel • Parents

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Pleasant View Elementary School

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

Teaching Staff, Available Technology, Grant Funding/School Funds, 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.

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.

Student Work, Observations, Peer Observations, PLC, 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.

Increase the reading proficiency rates for students identified with a disability from 85.1% in 2019 to 88.9% 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 writing. Improve and enhance writing 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 KPREP writing proficiency. • Novice Reduction in writing. • Increased student successes daily, observed through daily practices, and formative assessments.

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

Educators and Administrators.

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools -

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Pleasant View Elementary School

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

• Teachers • Administrators • District Personnel • Parents

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

Teaching Staff, Available Technology, Grant Funding/School Funds, 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.

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.

Student Work, Observations, Peer Observations, PLC, 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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools -

Generated on 02/02/2021

Pleasant View Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 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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2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: Comprehensive School Improvement Plan - Generated on 02/02/2021

Pleasant View Elementary School

2020-21 Phase Three: Comprehensive School Improvement Plan

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.

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 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.*).

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

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](#)

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

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Pleasant View Elementary School

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.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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.

. 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.

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

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PV CSIP 20-21		•

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.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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 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.).*

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

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

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.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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.

Goal 1: **Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 67.7% in 2020 and in mathematics from 57.9% to 59.8% in 2020.**	**KCWP 1:** Design & Deploy Standards	**KCWP 1:** 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	08/01/2020 - 07/01/2021 All teachers Bobby Gibbs	0
		KCWP1: 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	06/01/2020– 07/01/2021 Selected teachers District Instructional team	0
	KCWP 4: Review, Analyze and Apply	**KCWP4:** 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	08/01/2020 - 08/01/2021 All teachers District Instructional Team Bobby Gibbs	0

Goal 1: **Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KCWP4: 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	O8/01/2020-08/01/2021 All teachers	0
		KCWP4: 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	O8/01/2020-08/01/2021 Teresa McFarland	STC Grant Funds(75000)
		KCWP4: 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	O8/01/2020-08/01/2021 Christy Frazier-Moses	0
	KCWP 6: Establish Learning Culture and Environment	**KCWP6:** 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	08/01/2020- 08/01/2021 All teachers Donna Stevens Shirley Lawson Tammy Morris	0
		KCWP6: Teachers will encourage daily attendanc. PTO will provide attendance	Attendance Records	08/01/2020 - 08/01/2021 All teachers Tiffany Casper	$600(PTO Donations)

Goal 1: **Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	Program service records	Patrick Bowlin Shirley Lawson Martin Lawson Bobby Gibbs	
	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	08/01/2020 - 08/01/2021 All Teachers Patrick Bowlin Bobby Gibbs	0
		KCWP5: Teachers will maintain a daily parent log and other evidences showing frequent parent contacts throughout the year to sustain open communication about student progress and school activities.	Parent Logs PLC Notes	08/01/2020- 08/01/2021 All Teachers Bobby Gibbs	0
		KCWP5: The school will host reading, math and wellness family events after school to build strong family/home relationships	Attendance Sheets Event Lesson Plans Photos	08/01/2020-08/01/2021 Bobby Gibbs Elizabeth Meadors Jenny Chute Richard Frazier	Title I $1000

Goal 1: Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and provide students with enrichment activities.		Shane Gibson	
		KCWP5: The principal will utilize the district All-Call system and Facebook Page to keep parents informed of school events and deadlines.	Recording Log	08/01/2020 - 08/01/2021 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	08/01/2020 - 06/01/2021 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	**KCWP3:** 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 K-PREP. Triangulation of data will be conducted during PLCs and presented to SBDM Council for discussion. See the attached assessment matrix.	Assessment data	08/01/2019 - 08/01/2020 All teachers Sherri Smith Bobby Gibbs Heather Stewart Kellie Anderson SBDM Council	$5000
		KCWP3:	Student certifications	08/01/2020 - 08/01/2021	General Fund

Goal 1: **Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.**					
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.	Accelerated Reader Reports	K-1 teachers Elizabeth Meadors Bobby Gibbs	$200
	KCWP1: Design and Deploy Standards	**KCWP1:** 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	08/01/2020- 08/01/2021 Kim Creekmore S.B.D.M. Council Bobby Gibbs Staff members	PD Funds $300
		KCWP1: 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	08/01/2020-08/01/2021 All teachers Kim Creekmore	$0
	KCWP2: Design and Deliver Instruction	**KCWP2:** 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	08/01/2020 - 08/01/2021 All teachers Bobby Gibbs Sherri Smith Kevin Anderson Richard Frazier	Instructional & Grant Funds $6400
		KCWP2:	Grant Documents	08/01/2020-08/01/2021 Elizabeth Meadors	RTA Grant Funds

Goal 1: Increase the percentage of students scoring proficient/distinguished in reading from 66.2 in 2019 to 70.8 in 2022 in mathematics from 57.9% to 63.6% in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The school will continue to participate in the Read to Achieve Grant that provides the Reading Recovery Program, CIM Intervention and the plus-one teacher design that trains one additional teacher in effective reading strategies to build continuity between grade levels.		Kim Creekmore Heather Stewart	
		KCWP2: 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	08/01/2020-08/01/2021 Jenny Chute Kim Creekmore	Grant Funds
		KCWP2: 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	08/01/2020-08/01/2021 All teachers Laurel Bowlin	Striving Reader Grant
		KCWP2: 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	08/01/2020-08/01/2021 All teachers RC Frazier Laurel Bowlin	0

Goal 2 : **Increase the percentage of students scoring proficient/distinguished in science from 38.3% in 2019 to 46.7% in 2022 in social studies from 77.1% to 80.2% in 2022 and in writing from 54.3% to 60.5% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the percentage of students scoring proficient/distinguished in science to 41.1% in social studies to 78.1% and in writing to 56.4% by 2020**	**KCWP1:** Design and Deploy Standards	**KCWP1:** 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	08/01/2020-08/01/2021 All Teachers Bobby Gibbs	0
		KCWP1: 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	08/01/2020-08/01/2021 All Teachers Bobby Gibbs	0
		KCWP1: 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	08/01/2020-08/01/2021 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	08/01/2020-08/01/2021 All Teachers	0

Goal 2 : **Increase the percentage of students scoring proficient/distinguished in science from 38.3% in 2019 to 46.7% in 2022 in social studies from 77.1% to 80.2% in 2022 and in writing from 54.3% to 60.5% in 2022.**					
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	08/01/2020-08/01/2021 All Teachers	0
		KCWP2: 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	08/01/2020-08/01/2021 All Teachers	0
		KCWP2: 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	08/01/2020-08/01/2021 All Teachers	0
	KCWP3: Design and Deliver Assessment Literacy	**KCWP3:** 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	08/01/2020-08/01/2021 All Teachers	0
		KCWP3: 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	08/01/2020-08/01/2021 All Teachers	0
		KCWP3:	Lesson Plans	08/01/2020-08/01/2021	0

Goal 2 : **Increase the percentage of students scoring proficient/distinguished in science from 38.3% in 2019 to 46.7% in 2022 in social studies from 77.1% to 80.2% in 2022 and in writing from 54.3% to 60.5% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will refer to the district's/school writing policy for grade specific requirements and the scope and sequence of writing skills. Students are required to maintain a writing folder containing evidence of requirements, and are monitored by the district writing coach. Grades 4 & 5 will use the iReady program for individualized and practical instruction.		All Teachers District Instructional Coaches.	
	KCWP4: Review, Analyze and Apply Data	**KCWP4:** 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	08/01/2020-08/01/2021 All Teachers	$0
		KCWP4: 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	08/01/2020-08/01/2021 All Teachers District Instruction Coaches	0
		KCWP4: 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	08/01/2020-08/01/2021 All Teachers Bobby Gibbs District Instructional Coaches	0

Goal 2 : **Increase the percentage of students scoring proficient/distinguished in science from 38.3% in 2019 to 46.7% in 2022 in social studies from 77.1% to 80.2% in 2022 and in writing from 54.3% to 60.5% in 2022.**					
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	08/01/2020-08/01/2021 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	08/01/2020-08/01/2021 All Teachers	

3: Achievement Gap Goal-(Disability)Reading

Goal 3: **Increase the reading proficiency rates for students identified with a disability from 85.1% in 2019 to 88.9% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the average combined reading and math proficiency rates for all students in the Gap Group(economically disabled) from 85.1% in 2019 to 62.2% in 2020.**	**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	08/01/2020 -05/01/2021	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	08/01/2020 -08/01/2021	$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	08/01/2020 -04/01/2021	$0

	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	08/01/2020 -08/01/2021	$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	08/01/2020 -08/01/2021	$200 PTO
	KCWP2: Design and Deliver Instruction	KCWP2: Teachers will utitilize the Into Reading programs to provide instruction and differentiate instruction.	Lesson Plans	08/01/2020 -08/01/2021	$0

4: Achievement Gap Goal- (Disability)Math

Goal 4: **Increase the math proficiency rates for students with a Disability from 69.6% in 2019 to 77.8% in 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the average math proficiency rates for all students in the Gap Group(economically disabled) from 69.6% in 2019 to 72.33% in 2020.**	**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	08/01/2020 -05/01/2021	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	08/01/2020 -08/01/2021	$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	08/01/2020 -04/01/2021	$0

	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	08/01/2020 -08/01/2021	$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	08/01/2020 -08/01/2021	$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	08/01/2020-08/01/21	$1500

Goal 5: **Increase the overall growth indicator score from 63.3% in 2019 to 69.9% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the growth indicator from 63.3 in 2019 to 65.5 in 2020.** Objective 2	**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	08/01/2020-08/01/2021 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	08/01/2020-08/01/2021 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	08/01/2020-08/01/2021 All teachers	$0

Goal 5: **Increase the overall growth indicator score from 63.3% in 2019 to 69.9% in 2022.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP5: Design, Align and Deliver Support		MAP Growth Program records	08/01/2020-08/01/2021 All teachers	21st Century Grant Funds

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

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. 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 320 students preschool through sixth grade with 23 certified staff members and several support personnel. Our homerooms are 13:1 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 2018 - 2019 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.

. 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 collaboration with intermediate grades. This grant also secures consistency by

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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.

. 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.

. **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

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

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Our school has excellent technologies and support our school currently offers 1:1 Chromebooks. Each classroom is equipped with an Epson Bright Link Interactive Projector. We have a green screen and the necessary technology for making music videos and travel broadcasts. We have one school-wide cart of thirty iPads and one cart of lap-tops available for teacher/student checkout with Wi-Fi throughout the school. These technologies help prepare students for real world occupations and applications. We are also seeing an increase in the number of parents who attend open house and parent teacher nights.

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Pleasant View Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

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Pleasant View Elementary School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

See Attachment.

ATTACHMENTS

Attachment Name

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Pleasant View Elementary School

II. Achievement Gap Analysis

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

2. Our school is comprised of 320 students in 2019-20, 281 of those qualified for free lunch, which is 87% of our population. Ninety-Nine of those students qualified for special education services, which is 31% of our population. Gender populations are equitable; males compose 163 students or 51% of our population while there were 157 females, which accounted for 49% of our population. Our population is predominantly white, white students make up 96% of our population. 2 of our students identified with two or more races. All of this information tells a story of the culture of Pleasant View Elementary. Our two largest gap groups are free and reduced lunch populations and students who receive special education services.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

While there have been no significant achievement gaps have been identified in the previous two years of data. However, in 2017-18 KPREP scores in reading evidenced a slight gap in male/female proficiency. In 2017-18 female students scored 61.6% scored proficient or distinguished while 67.9% of males scored proficient and distinguished. This data indicated a gap of 6.3% in 2017-18 in 2018-19 that gap was closed to .9% with males scoring 66.7% proficient and distinguished while females scored 65.8% proficient and distinguished.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Pleasant View Elementary has maintained progress gained with gap scores over the last three academic years. We lack data in 2019-20 due to the Covid-19 Waiver. In 2016-17 the overall reading score was 61.3 proficiency while 60.7% of economically disadvantaged student students scored at proficiency. In 2017-18 the average for all students was 64.9% proficiency, economically disadvantaged student population remained just 1% behind the overall group score at 63.9%. In mathematics in 16-17 61.3% of students scored proficient while 60.3% of economically disadvantaged students scored at proficiency. In 2017-18 61.6% of students scored at proficiency while 60.9% of economically disadvantaged students scored proficient, in 2018-19 that trend continued to close with 64% of students scoring at proficiency in reading.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

In 2017-18 in students with an identified disability scored 85.1% proficiency, in 2019 that number declined to 78.3% in reading. In 2017-18 students with an identified disability scored at a rate of 78.7% proficiency in 2018-19 that number dropped to 69.6% proficiency in mathematics.

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

Pleasant View has faced impediments that we have yet to overcome to completely close the achievement gap. The greatest impediment to our completely closing the achievement gap is the fact that students enter school well behind their same age peers. We are also aware that the Covid-19 Pandemic will present further gaps and impediments that have yet to be determined. However, our 2018-19 Kindergarten Readiness data indicates that 68% of our students are not ready for Kindergarten, in 2017-18 that number was 44.4%. In 2018/19, 50% of our students identified as not ready to attend kindergarten. This trend does show us that the number of students who are identified as ready for Kindergarten is decreasing.

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

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

to curriculum, instruction, and assessment. • Developing and revising the CSIP, including identifying funding sources and professional development. • Reporting twice a year on the progress of implementation of the plan to the SBDM Council through the use of Eprove Tools and other state provided platforms. Teachers, Leaders, and Council Members have the responsibility for adopting and monitoring achievement gaps and implementing the CSIP. • Students' needs are being addressed by reviewing the plan. • Technology and equity are embedded in the CSIP. • Funding is appropriately monitored. • Professional development is appropriately implemented. • The implementation and impact checks are being completed. • The plan is amended or updated based upon student needs. • Work is being done to close the achievement gaps.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The SBDM along with the principal and teachers will identify areas of need related to achievement gaps and develop and provide professional development according to those needs.

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III. Planning the Work

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

See Attachment.

ATTACHMENTS

Attachment Name

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Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

N/A

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Attachment Name

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Pleasant View Elementary Measurable Gap Goal	Goals/Plan to close achievement gaps.	• III • III
⊞ PV Achievement Gap		• I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Increase the number of students identified as economomically disadvantaged from 64.8% proficiency to 67.6% in 2021 in reading.	Review, Analyze and Apply Data	Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC
Increase the number of students identified as economomically disadvantaged from 64.8% proficiency to 67.6% in 2021 in reading.	Review, Analyze and Apply Data	Following each cycle of universal assessments, teachers will conference with students to set personal academic goals based upon their performance using MAP's Goal Setting Worksheet and STAR's various goal setting options.	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC
Increase the number of students identified as economomically disadvantaged from 64.8% proficiency to 67.6% in 2021 in reading.	Review, Analyze and Apply Data	Teachers will use formative and summative assessment data to determine which students need additional support and those at-risk. Students will be referred to tutoring and/or after school services	Bobby Gibbs, Principal-Laurel Bowlin, Instruction Coach, Grade Level Teachers.	PLC

Gap Group/Total number of students	Percentage of Total School Population
Disabled/99	31%