Phase Three: 2018-2019 Comprehensive Improvement Plan for Schools_10152018_13:09

Phase Three: Comprehensive Improvement Plan for Schools

Pine Knot Elementary School
Rebecca Blakley
6519 South Hwy 1651
Pine Knot, Kentucky, 42635
United States of America

Last Modified: 10/18/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

Attached

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 PKE CSIP	PKE CSIP	

Phase Three: 2018-2019 Executive Summary for Schools_10152018_13:16

Phase Three: Executive Summary for Schools

Pine Knot Elementary School
Rebecca Blakley
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Pine Knot, Kentucky, 42635
United States of America

Last Modified: 10/17/2018
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Pine Knot Elementary School is located in the Southeastern region of Kentucky in rural McCreary County. Our school consists of Preschool through Sixth grade and currently has almost 1,000 students enrolled. We offer a variety of both curricular and extra-curricular programs and activities to challenge and engage our students so they can reach their full potential. We take great pride in our student friendly environment and strive to have high expectations of both ourselves and our students. Building 2 that 4-6 Pine Knot School is housed in is viewed as a historical landmark in our community. It was once the home of Pine Knot High School, one of two local high schools in McCreary County, before the schools merged into McCreary Central High School in 1978. We continue to be the "Home of the Dragons" and the mascot and dragon logo has remained iconic to our community image. Although our community struggles with a high poverty level we do not let this effect our achievement level. Although 81% of our students receive free or reduced lunch, we strive to provide them with the academic opportunities to overcome this barrier to learning through culturally rich instruction. We provide all students with differentiated instruction. All faculty and staff is committed to helping each student develop a firm foundation for learning, capitalizing on his/her strengths and learning styles. We celebrate the individual differences of our students and empower them to reach their highest potential. The preparation and experience of our teachers is also important to our success. All of our teachers participate in content-focused professional development annually. In addition, all of our teachers are "Highly Qualified" and have an average of at least twelve years teaching experience. Pine Knot Elementary School is committed to a school community that encourages students to make decisions that lead to honest behaviors, self-reliance, productive citizenship, and respect for all people. The McCreary County School District strives to maintain high technology standards in an attempt to keep our students current with modern technology needs. Our school has interactive equipment in all classrooms and also utilizes smart boards as part of daily instruction. All students in grades 3-6 also have 1:1 chromebooks. The ultimate goal is to allow our students to have exposure to technology and obtain the necessary skills to help them be successful and competitive in a global 21st Century community. We provide the support and assistance needed to help each child achieve at high levels. We utilize our Family Resource Center to help remove the barriers to learning by providing school supplies, shoes and clothing to needy families. We have also implemented the back pack program where 100 students receive food on a weekly basis to take home to his/her hungry family. Additionally, our students participate in various extra curricular activities before and after school in collaboration with our Save-The Children Foundation. Pine Knot Elementary School is a Site Based Decision Making School where parents and faculty work together to ensure the success of every student. As a result of the positive climate, culturally rich environment, teacher experience and attitude, Pine Knot Elementary School is committed to a school community that encourages students to make decisions that lead to honest behaviors, self-reliance, productive citizenship, and respect for all people.

ATTACHMENTS
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School's Purpose

> Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of the Pine Knot Elementary School community is to cooperatively educate all students and extend their skills to become productive members of society. We believe all students have the ability and the responsibility to be purposeful learners. We are committed to having high expectations of our students and dedicated to providing positive experiences and a positive school climate. We strive to reduce barriers to learning so all students have an equal opportunity to achieve. Our goal is to encourage students, parents, and staff to create a collaborative community of active learners. In addition, we believe that the overall curriculum offered should be a comprehensive one, which encompasses not only common core content in all disciplines but expose our students to an all inclusive Arts & Humanities/Practical Living & Career Studies & Writing Program. Students should have the opportunity to be active stakeholders in the learning process, wherein their use of rubrics, self-assessment, and reflective writing enable them to become analytical, critical thinkers and problem solvers, with the end result being them obtaining the skills necessary to be college and career ready and competitive in a 21st Century workforce.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

All of the programs offered at Pine Knot Elementary School are highly competitive. We encourage a variety of extra-curricular activities that include both academics and athletics. Our Academic Team has received numerous awards over the last few years, with several students receiving individual awards for their academic endeavors. The Academic Team was 1st Place in the 2018 Elementary District Govenor's Cup competition. In accordance with Title IX guidelines, PKES offers athletic opportunities to both males and females. Our girls basketball team finished 1st runner up in state competition. Our boys basketball team ended with record of 23-3. Our football team had a winning season and ended as first runners up in tournament competition. Our cheerleading and wrestling teams ended with successful seasons. In addition to academics and athletics, PKES strives to offer a culture rich environment where students are encouraged to participate in a variety of Arts programs such as Art, Drama, and Music. We have an "Honor's Choir" which participates in KMCA affiliated activities such as the Kentucky All State Chorus, as well as doing a variety of performances for both school and community related programs. Our drama department does several performances each year in conjunction with our music department to ensure a well-rounded program. Our department does four art exhibits each year and does monthly art contests to encourage student self-expression. Several of our art students have competed in the local 4-H contests, county fair, and have gone on to place at the Kentucky State Fair. The experienced and professional staff at Pine Knot Elementary School is continually working to improve student achievement through a variety of activities including: alignment of curriculum, analysis of student work, RTI (Response To Intervention) and teacher professional development. Our Comprehensive School Improvement Plan is the blueprint that helps guide our efforts to focus on Literacy and Mathematics curriculum, instruction and assessment. In the future, we will continue to strive to narrow our achievement gaps between our sub-populations as well as decrease Novice and increase Proficient and Distinguished scores in all content. At the present time, we are making adjustments in our curriculum to ensure teachers are familiar with the common core standards and that our curriculum is both aligned and rigorous so that classroom instruction is effectively

impacting student achievement in all grade levels. Our daily schedule has been adjusted to ensure that flex classrooms and off-content classrooms receive extra help to lower the teacher/student ratio thereby ensuring more quality instruction and to address the diverse student needs.

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

Additional Information

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

Pine Knot Elementary School strives to ensure a safe environment for all staff and students by complying with procedures to address bullying and other unacceptable behaviors as outlined in the McCreary County School Code of Conduct and Acceptable Behavior Handbook, which is available online. At the beginning of each school year, the Principal and Asst. Principal hold an assembly with students to go over these procedures and rules. Parents are given access to the handbook via the internet and district website and must sign a form acknowledging their familiarity with these policies and procedures. Visitors are required to sign in and wear a "Visitor's Badge" upon entrance to both buildings and security cameras are in place and monitored. Curriculum programs, including drug abuse prevention, character education, bullying prevention, and conflict resolution are integrated into classroom instruction and monthly guidance programs at all grade levels. An Emergency Planning Handbook with directions to staff for response in a crisis situation is updated annually and distributed to all staff members. To ensure the safety of our students and staff in the event of an emergency situation, the staff and students practice monthly drills, including fire, tornado, earthquake, and lock-down drills. Our school also partners with local law enforcement agencies, EMT's, Firefighters and Champions Against Drugs and UNITE to gain the support and participation of community stakeholders. All staff participated in active shooter training in July to better prepare in the event of an emergency. Staff also received first aid training that including proper tourniquet placements and how to stop bleeding and wound care. Pine Knot Elementary School voluntarily participated in a safe school audit conducted by the Kentucky Center for School Safety.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

PKES Continuous Improvement Phase 1 2018-2019

KDE Continuous Improvement Diagnostic

Pine Knot Elementary School
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United States of America

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KDE Continuous Improvement Diagnostic

Part I

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

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

Sandi Johnson Kindergarten Teacher Kathy Neal 1st Grade Teacher Karen Kidd 2nd Grade Teacher Cindy Moore 3rd Grade Teacher Brittany Musgrove 4th Grade Teacher Teresa Kidd 5th Grade Teacher Jessica West 6th Grade Teacher Susan Tucker Assistant Principal Shane King Assistant Principal Michelle Trammell Counselor

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

2. Use the rubric to diagnose 3-5 strengths or leverage points identified with your planning team.

Objective 1 - According to our Title 1 survey results, parents and other stakeholders report that they are actively welcomed when they visit the school. Objective 1 - All parents are asked for feed back on school's efforts through Title 1 surveys and our Family Resource Center Surveys that are sent home to all students. Objective 2 - District and school leadership ensure that student achievement is discussed each semester. We actually host a parent night each grading term and invite all parents to come out and discuss student achievement.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

3. Use the rubric to identify 3-5 critical areas for improvement identified by your planning team.

Objective 1 - Parents report their relationship with school staff is primarily to discuss student academic performance or behavior. Objective 3 - 20% of parents vote in the SBDM Election (all parents are invited and encouraged to vote) Objective 5 - Parent nights are not offered in multiple locations and/ or multiple times. Parent nights are offered 8 times per year.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

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

Family Reading Nights will be offered during the school year to give parents other opportunities to build the school relationship.

COMMENTS

Please enter your comments below.

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

Part II

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

According to the KY TELL Survey Q5.1 2015 survey results compared to 2017 survey results the agreement by staff in managing student conduct has dropped on all statements A-F. See copy of attachment for actual survey results. Due to these survey results, Pine Knot Elementary School has implemented a Positive Behavior Intervention System. See copy of attachments for specifics on the school wide Positive Behavior Intervention System.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

Part III

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

A school community includes people within and beyond the school walls. Students, teachers, parents, community members, and other stakeholders must be active participants in a school's culture, because each of these is responsible for fulfilling the mission. Their input must be solicited, considered, and used in building a culture that promotes the common goals everyone shares. To engage a variety of shareholders, we will conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. Once surveys are completed the leadership team will compile the survey information and match stakeholder to areas of their preference. Meeting will be scheduled based and volunteer and teacher agreed up schedule. Time that is mutually beneficial to both. Each volunteer must successfully pass a VIPS background check. Then each volunteer will participate in an orientation in which school confidentiality, policies and procedures are reviewed and discussed. Volunteers will complete a Volunteer Evaluation Survey and Teachers will complete a Teacher Evaluation Survey to monitor the effectiveness.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Behavior form	Behavior Form	1
PBIS Behavior Expectations	PBIS Behavior Expectations	1
PBIS Behavior Matrix	PBIS Behavior Matrix	1
PBIS Lesson Plan format	PBIS Lesson Plan format	1
PBIS Voice Levels	PBIS Voice Levels	1
PBIS behavior flow chart	PBIS behavior flow chart	1
Rubric	Rubric	2
Teacher Survey	Teacher Survey	1
Tell Survey Results	Tell Survey Results - managing student conduct 2017 compared to 2015	1
Volunteer Survey	Volunteer Survey	1

Phase Two: 2018 -2019The Needs Assessment for Schools_10152018_13:05

Phase Two: The Needs Assessment for Schools

Pine Knot Elementary School
Rebecca Blakley
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Pine Knot, Kentucky, 42635
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Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

All students are MAP tested three times a year, in the fall, winter, and spring. The data from the MAP testing is used to group students in flex reading and flex math groups. Flex groups target specific skills students are currently needing. Every student student has two reading and two math classes throughout the school day. Each time students are MAP tested, teachers work together to update Data Boards to provide a visual to show where each individual student is performing. After the boards are completed the team does a Plan, Act, Do form to monitor how effective the strategies are working. Teachers meet weekly to discuss student performance, needs and academic goals . Teachers keep minutes of the weekly curriculum meetings and all grade level teams, including administration are involved in this process.

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

Current State

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

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

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

Behavior referrals had decreased from 2017-18 school year by 26%. KPREP scores for the 2017-2018 school years showing proficient and distinguished students as follows: Reading 62%, Mathematics 57.6%, Science 35.1%, Social Studies 74.1% and Writing 44%.

ATTACHMENTS
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Priorities/Concerns

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

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

There is a steady decrease in Writing percentages during the last 3 years. 2015-16 was 55.4%, 2016-17 was 54.5%, and 2017-18 44%. Only 11.2% scored Distinguished the 17-18 school year.

ATTACHMENTS

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

Trends

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

Though behavior has improved this past year, it is still an area of need. Implementing ABRI, the positive behavior intervention system, has had impact throughout PKE bldg 1 and PKE bldg 2. With the PBIS liaison staff is updated monthly on improvements throughout both buildings. There was 0.26% improvement the 2017-2018 school year. Areas of academic improvement remain significant for the areas of Writing and Science. Though this is the first year of accountability for Science there is a need to increase student achievement in proficient and distinguished.

ATTACHMENTS

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

Potential Source of Problem

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

The school will continue to focus on reducing the Novice for our gap groups and increasing the percentage of students moving from apprentice to proficient. During flex times, students will get reinforcement in needed areas and higher students will be given enrichment lessons. RTI programs will be implemented during this time also.

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

Strengths/Leverages

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

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

Social Studies increased 14.4% from 2016-17 to 2017-18 school year. Behavior referrals have decreased using the ABRI PBIS system 0.26% from the 2016-17 school year to the 2017-18 school year.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Three: 2018-2019 Closing the Achievement Gap Diagnostic_10152018_13:11

Phase Three: Closing the Achievement Gap Diagnostic

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Last Modified: 10/17/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Attached

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Although 81% of our students qualify for free or reduce meals, we target all of our students. All students are MAP tested three times a year. Based on their scores, students are flexed group to receive the instruction they need for the skill level they are on. This allows for students to receive more individualized instruction and promotes student growth. We incorporate programs into the flex groups with the lowest MAP scores. These programs include, but are not limited to, I-Ready, Lexia, and Essential Skills. We also lower the teacher to student ratio in these flex groups to target these students and their needs.

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

In 2017-18 we focused on the novice reduction. We met all our novice reduction goals in all content. However, we need to focus on the proficient and distinguished in math, science, and writing.

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

In Reading we have increased our percent of proficient and distinguished throughout the last couple of years. We had 55.6 in 2015-16, 61.8 in 2016-17, and 62 in 2018-19. Also, in Social Studies we have increased our percent of proficient and distinguished tremendously in the last year. In 2015-16 we had 65.5, in 2016-17 we had 59.7, but in 2017-18 we had 74.1.

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

Although we are still above the state averages in every content area, we want to increase our proficient and distinguished percentages in writing, math, and science. Our writing scores have regressed. In 2015-16 we scored 55.4, in 2016-17 we scored 54.5, then in 2017-18 we dropped to 44. During the last year we have also regressed in math. During the 2015-16 school year we had 58.7, in 2016-17 we scored 60.2, and in 2017-18 we fell to 57.6. We only have the science data from 2017-18 but it shows we only had 35 percent proficient or distinguished.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

For our ESS we hired an intervention teacher to pull small groups and work on targeted skills. In addition, we offer after school homework help. We also had a VIPS volunteer educator to assist with our third grade students. She focused on reading strategies with novice and apprentice students. Our school's professional development plan offered the following PDs to assist in our achievement gaps: Google Classroom and Literacy Components. Even though we didn't have a gap in reading, this training targeted comprehension strategies that can be used in other content areas. I-Ready isn't listed on our professional development plan but we also offered it.

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

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

Our school consolidated last year to combine the primary and the intermediate to form Pine Knot Elementary School. Before we consolidated, it was difficult to collaborate and ensure that there were no gaps in the curriculum. This past year we have been working on aligning the curriculum across the grade levels to address the gaps in the learning process from one grade level to the next. We are using the MAP data to track student progress and making adjustments as needed to the instruction.

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

KPREP scores can be accessed via Internet. They can be found under school report cards and are available on our district's website. Parents receive a daily bulletin email. This email informs them of upcoming events and activities within the school. Teachers send home weekly newsletters that inform parents of what part of the curriculum is being covered, so they can provide extra support at home. Our SBDM consists of two elected parent members. These parent members help make decisions on school policies and procedures. PTO parent officers raise funds to help purchase instructional material, needed by the school. Team leaders are put in place for each grade level. The team leader sets up weekly meetings. During the meetings each grade level analyzes the MAP data and weekly test data to see what strategies are working. Teaching strategies are adjusted according to data results. This information is made available to administrators.

III. Planning the Work

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

In Reading we will reduce our novice by 5.3%. Social Studies needs to maintain less than 10% novice. Writing needs to maintain less than 10% novice. We need to reduce Science novice by 3.2%. Math needs to maintain less than 10% novice.

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

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

Attached

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ Achievement Gap Group Identification	Shows our gap group percentages for 2018-2019.	I
⊞ Measurable Gap Goal	Our measurable Gap goals and how we are going to close them.	III

Phase Two: 22018 - 2019School Assurances_10152018_13:06

Phase Two: School Assurances

Pine Knot Elementary School
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United States of America

Last Modified: 10/17/2018
Status: Open

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Kinder Camp August 6, 2018 Kids Fest July 19, 2018

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

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- ● **Yes**

○ No

○ N/A

COMMENTS

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

Instructional Strategies

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

● **Yes**

○ No

○ N/A

COMMENTS

I Ready

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

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

● **Yes**

○ No

○ N/A

COMMENTS

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

● **Yes**

○ No

○ N/A

COMMENTS

ATTACHMENTS

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

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Family Reading nights conducted through out the school year organized by our After School Reading Program coordinator. See attachment of Family Engagement Activities.

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

Teacher Quality

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

We currently have no teachers who are not highly qualified.

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

Title I Application

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

Paraeducators

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

See attachment of schedule that shows para-educators highlighted in yellow. This shows the specific times they are scheduled in specific classrooms.

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

Paraeducator Non-Instructional Duties

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

See copy of schedule

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Schedule	Schedule showing para-educators highlighted in yellow	12