2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 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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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

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

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

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

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Pleasant View Elementary School

Please enter your name and date below to certify.
Bobby Gibbs 9/20/22

2022-23 Phase One: Executive Summary for Schools

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Description of the School

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

> Pleasant View Elementary is located just off 25W in southern Whitley County and has provided quality education since 1938. We currently serve approximately 280 students preschool through sixth grade with 22 certified staff members and several support personnel. Our homerooms are 12:1 ratio. We also have an in-building preschool program with two IECE educators and two full time CDA assistants who serve 3 and 4 year-old students. We have Math and Reading Interventionists, three special needs teachers, one media specialist, and one physical education/visual arts teacher. The average years of experience for our teachers is 13.1 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. Eighty percent of our students qualify for free and reduced lunches. Many of our students come from blended families, single parent homes, and/or from a grandparent guardianship. Our school atmosphere is one of professionalism, pride and salutation. We are assertive in the belief of a first-class education and strive to successfully implement the latest researched based strategies and programs to produce such quality. Our curriculum offers physical/health education and visual arts in addition to a variety of special programming throughout the year from outside sources. We encourage and practice communication among all of our stakeholders to form a trusting, cooperative relationship to enhance academic productivity. Teachers share collegial relationship resulting in a rigorous curriculum, high expectations, with attention given to transitions and continuity through Professional Learning Communities which creates a professional support system that strengthens all aspects of instruction and daily operations. Our students and community benefit from several key grant programs and the resources they provide: Math Achievement Fund, Read to Achieve, Striving Readers Comprehensive Literacy, and Save the Children.

School's Purpose

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

> We 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 School's commitment to all students. We have several grant funded programs that enhance student achievement;   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

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participating in a collaborative effort across the district in building high quality modules through the Literacy Design Collaborative that can be utilized for future instruction. Other grant funded programs are Reading Recovery, and Save the Children Literacy Program. The refunding of these programs confirm that met and maintained a high level of the programs' expected validity and criteria . The Reading Recovery grant extended the program to include the Comprehensive Intervention Model (CIM) that provides services for struggling readers in grades K-3 with small group instruction. It also now includes a series of trainings for a classroom teacher each year in order to ensure consistency of the application of strategies. Our science curriculum includes a community-based inquiry project where students show evidence of experiencing the scientific process in a real-world scenario. It is evident that our staff, faculty, and community are working together to improve student achievement through close collaboration.

Notable Achievements and Areas of Improvement

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

Our school with the support of S.B.D.M. Council and our health instructor was nationally recognized by the Alliance for a Healthier Generation. In 2018 and 2019, and 2022 our school received the bronze level award, which was one of a handful awarded statewide. America's Healthiest Schools earn the distinction by successfully meeting a rigorous set of criteria for serving healthier meals and snacks, getting students moving more, offering high-quality health and physical education, and empowering school leaders to be healthy role models. The 2018-2019 K-PREP assessment data revealed a decrease in novice performance, however, the school scored significantly higher than the state average in several areas. Based on the 2018 - 2019 KREP assessment data, our school received the designation of a "Four Star" school. The 2020 Kentucky summative assessment revealed reading scores among the top 20% of all schools tested. We have also experienced a continued decline in behavior referrals in the last five years. We seek to see our students scoring in the top 25% in both math and reading assessments at the state level. We would also like to see our novice rates below 8%, which is where they were prior to the coronavirus pandemic.

Additional Information

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

N/A

Additional Information

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

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report

Pleasant View Elementary School
Bobby Gibbs
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2022-23 Phase One: School Safety Report
School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

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

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

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

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

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

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

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

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
   Yes. August 2022

8. 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. 8-9-22

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. 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) and is a copy maintained on file in the school office?

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

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools

Pleasant View Elementary School
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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Pleasant View will use the described process below to review, analyze, and apply data results to develop this year's plan. We begin with a PowerPoint presentation created by the principal that displays an abbreviated version of our strengths and weaknesses. Teams of teachers and stakeholders are created with effort to include at least one primary and one intermediate teacher. Resource teachers, staff, and parent members are assigned to teams as deemed most appropriate. Teams are given an analysis template designed to guide in-depth dissection and organization of each content area along with the applicable data using a variety of data sources(MAP, STAR Reading, Star Math, KPREP). Once the data has been analyzed, participants come back together to present their findings. Discussions lead to identification of weaknesses and gaps. This analysis is formally presented during the next scheduled S.B.D.M. meeting. Council reviews the data and decides which area(s) should be targeted for the current year. This year the council voted to target math instruction as it was identified as being at the greatest deficit following the Covid Pandemic and Virtual instruction. Student achievement is addressed at every

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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 Casey Barnett-Teacher Member Shane Gibson- Teacher Member Laura Bull- Parent Member Rebecca Jarboe-Parent Member Teachers: Hannah Shelley, Rachel Clifford, Kayla Adkins, Debra Cox, Christy Frazier, RoyJoe Rhodes, Michelle Helton, Paige Hughes, Jade Balusik, Lisa Potter Smith, Mike Johnson, Casey Barnett, Mary Adkins, Brenda Lawson and Elizabeth Meadors. Classified Employees & Parent Members: Tiffany Casper, LaDonna Richmond, Ramona Lindsay, Sherri Smith, Yonnie McNeil, Jenny York, Brittany Norman.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in Reading increase from 47.2% to 55%. From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in Math from 30.9% to 50%. It would appear that strategies being implemented in the areas of Mathematics and Reading are showing successes in both academic areas. Pleasant View will continue to identify and work to implement strategies deemed effective, while also exploring other research based strategies to continue to increase student achievement.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in Reading increase from 47.2% to 55%. From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in Math from 30.9% to 50%. Student behavioral referrals were reduced from 148 events in 19-20(prior to virtual instruction) to 91 in 21-22. The

previous two years have shown a decline in writing proficiency on the Kentucky Summative Assessment from 32% Proficiency in 20-21 to 25% in 21-22.

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

Example of **Current Academic State:**

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of **Non-Academic Current State:**

• Teacher attendance rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- 55% of students scored at Proficiency or above in reading on the Kentucky Summative Assessment for the 21-22 Academic Year, compared to the state at 45%.
- 48% of all students scored at Proficiency or above in mathematics on the Kentucky Summative Assessment for the 21-22 Academic Year, compared to the state at 38%.
- 42% of all students scored at Proficiency or above in science on the Kentucky Summative Assessment for the 21-22 Academic Year, compared to the state at 29%.
- 29% of all students scored at Proficiency or above in social studies on the Kentucky Summative Assessment for the 21-22 Academic Year, compared to the state at 37% .
- 25% of all students scored at Proficiency or above in combined writing on the Kentucky Summative Assessment for the 21-22 Academic Year compared to the state at 40%.
- Brigance Screener Data indicated that 29% of Pleasant View Kindergarten students were ready for Kindergarten compared to 44% ready at the state level.

<u>Non-Academic Current State</u>

- The 21-22 School Year saw 91 Behavior reports. Compared to 148 in the 19-20 School year.
- Teacher attendance rate for 21-22 was at 84% down from 86% in 20-21.
- 70% of teachers respond that their work environment is favorable on the KY Impact Working Conditions Survey compared to 59% at the state level.

Priorities/Concerns

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

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

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

- 70% of females in 3rd Grade scored below Proficiency in reading.
- 65% of students in 5th grade scored below Proficiency in reading.
- 29% of all students scored at Proficiency or above in social studies on the Kentucky Summative Assessment for the 21-22 Academic Year, compared to the state at 37% .
- 25% of all students scored at Proficiency or above in combined writing on the Kentucky Summative Assessment for the 21-22 Academic Year compared to the state at 40%.

Strengths/Leverages

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

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

From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in the Kentucky Summative Assessment in Reading increase from 47.2% to 55%. At Pleasant View Elementary we continue to assess our practices and implement up to date research based materials to our students to implement the current reading standards. From 2020-2021 Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in the Kentucky Summative Assessment in Math from 30.9% to 50%. From 2020-2021

Pleasant View Elementary saw an increase in students scoring Proficient and Distinguished in the Kentucky Summative Assessment in Science increase from 17% to 42% in 21-22.

Evaluate the Teaching and Learning Environment

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

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

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

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements Pleasant View Elementary	This attachment outlines the 6 key work processes, and how they are evidenced at Pleasant View Elementary.	•

2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Pleasant View Elementary School
Bobby Gibbs
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2022-23 Phase Two: **School Assurances**
Introduction

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

Federal Programs

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

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

COMMENTS

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

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

COMMENTS

Title I Programs

3. 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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**
- ○ No
- ○ N/A

COMMENTS

11. 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**
- ○ No
- ○ N/A

COMMENTS

12. 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

13. 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

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

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

COMMENTS

Title I Schoolwide Programs

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

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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No

o N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

o No

o N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

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

● **Yes**

o No

o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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

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

COMMENTS

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

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

COMMENTS

Title I Targeted Assistance School Programs

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

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

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

27. 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

28. 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

29. 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

30. 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

31. 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

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

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

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

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

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

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

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

ATTACHMENTS

Attachment Name

📄 Pleasant View Comprehensive School Improvement Plan 22-23

Operational Definitions

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

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

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

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

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

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

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing

- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:
- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Pleasant View Comprehensive School Improvement Plan 22-23	This file contains the Comprehensive School Improvement Plan for the 22-23 School Year.	•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing

- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

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

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

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 and 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 61.6 in 2023 and mathematics from 50 to 55 in 2024.	**KCWP 1:** Design & Deploy Standards	All teachers will refine alignments to the curriculum on an on-going basis as lesson plans are developed in bi-weekly PLCs. Notes, ideas and concerns will be noted as adjustments are made.	Grade Level PLC Minutes	08/01/2022 - 07/01/2023 All teachers Bobby Gibbs
		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	08/01/2022 - 07/01/2023 Selected teachers District Instructional team
	KCWP 4: Review, Analyze and Apply	The principal will guide teachers in the analysis of students' applicable universal assessment results following each cycle of testing (STAR, MAP, STAR Early Literacy). It will identify instructional gaps, instructional trends, and weaknesses, which will guide instruction. The district instructional coaches will assist with the analysis.	Analysis Reports	08/01/2022 - 08/01/2023 All teachers District Instructional Team Bobby Gibbs
		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	08/01/2022-08/01/2023 All teachers

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 ar 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
	KCWP 6: Establish Learning Culture and Environment	As needs are identified students will have access to services provided by the school counselor, school nurse; FRC, DDP, and the Cabinet for Family & Children to help reduce barriers to learning.	Program Records	08/01/2022- 08/01/2023 All teachers Donna Stevens Shirley Lawson Tammy Morris
		Teachers will encourage daily attendance. PTO will provide attendance incentives as described in their policy, which includes an end of the year field trip, trophies and other rewards as funding allows. If a student's attendance begins to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings the appropriate steps and/or resources will be initiated to improve/correct the attendance. Partnership with Community Collaboration for Children.	Attendance Records Program service records	8/01/22-08/01/23 All teachers Patrick Bowlin Shirley Lawson Martin Lawson Bobby Gibbs Community Collaboration w DCBS
	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

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 and 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		KCWP5: Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child's progress.	Infinite Campus Records	08/01/2022 - 08/01/2023 All Teachers Patrick Bowlin Bobby Gibbs
		KCWP5: Teachers will maintain a daily parent log and other evidence showing frequent parent contacts throughout the year to sustain open communication about student progress and school activities.	Parent Logs PLC Notes	08/01/2022- 08/01/2023 All Teachers Bobby Gibbs
		KCWP5: The school will host reading, math and wellness family events after school to build strong family/home relationships and provide students with enrichment activities.	Attendance Sheets Event Lesson Plans Photos	08/01/2022-08/01/2023 Bobby Gibbs Elizabeth Meadors Jenny Chute Richard Frazier 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	08/01/2022 - 08/01/2023 Bobby Gibbs
		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	08/01/2022 - 06/01/2023 All school staff Stacey Sasko
		KCWP5:	Annual Report	08/01/2022 - 08/01/2023 Bobby Gibbs

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 an 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		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.		Paula Rickett
	KCWP3:Design and Deliver Assessment Literacy	Universal assessments will be administered to qualifying students three times a year when in-person learning is permitted: MAP, STAR Reading, STAR Early Literacy Annual assessments include IOWA and KSA. Triangulation of data will be conducted during PLCs and presented to SBDM Council for discussion. See the attached assessment matrix.	Assessment data	08/01/2022 - 08/01/2023 All teachers Sherri Smith Bobby Gibbs Heather Stewart Kellie Anderson SBDM Council
		Kindergarten students will strive to reach the district's Eager Reader status and first grade students will strive to reach Independent reader status as described in the district guidelines. Incentives will be in place to motivate students. These classifications confirm grade level proficiency and encourages student efforts.	Student certifications Accelerated Reader Reports	08/01/2022 - 08/01/2023 K-1 teachers Elizabeth Meadors Bobby Gibbs
	KCWP1: Design and Deploy Standards	Teachers, para-educators and those in leadership will be provided opportunities to participate in professional learning designed to meet various and specific needs as described in the district and S.B.D.M. policies/protocols.	PD Requests & certificates of attendance	08/01/2022 - 08/01/2023 Kim Creekmore S.B.D.M. Council Bobby Gibbs Staff members
	KCWP2: Design and Deliver Instruction	Teachers will participate in the district's four-day grade academies	Sign-in Sheets	08/01/2022-08/01/2023

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 ar 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		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.	Academy schedule	All teachers Kim Creekmore
		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	08/01/2022 – 08/01/2023 All teachers Bobby Gibbs Sherri Smith Kevin Anderson Richard Frazier
		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.	Grant Documents	08/01/2022-08/01/2023 Elizabeth Meadors Kim Creekmore Heather Stewart
		A K-3 Math interventionist will provide services to students who have been identified as at-risk based upon the program's criteria. The program's plus one design also trains a classroom teacher to create continuity of research-based strategies.	Grant Documents	08/01/2022-08/01/2023 Jenny Chute Kim Creekmore
		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	08/01/202-08/01/2023 All teachers Laurel Bowlin

Goal 1 (State your reading and math goal.): **Increase the percentage of students scoring proficient/ distinguished in reading from 56 in 2022 to 66 in 2024 ar 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitor

Goal 2 (State your science, social studies, and writing goal.): **Increase the percentage of students scoring proficient/distinguished in science to 45% in sc... writing to 33% by 2024**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Increase the percentage of students scoring proficient/distinguished in science to 39.6% in social studies to 30.8% and in writing to 27.5% by 2023.	**KCWP1:** Design and Deploy Standards • •	Teachers will use the grade level pacing guides along with the content standards to facilitate lesson pacing and completion of challenging, aligned lessons.	Lesson Plans	08/01/202-08/01/2023 All Teachers Bobby Gibbs
		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	08/01/2022-08/01/2023 All Teachers Bobby Gibbs
		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	08/01/2022-08/01/2023 All Teachers
	KCWP6: Establish Learning Culture and Environment	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	08/01/2022-08/01/2023 All Teachers

Goal 2 (State your science, social studies, and writing goal.): **Increase the percentage of students scoring proficient/distinguished in science to 45% in sc writing to 33% by 2024**

Objective	Strategy	Activities	Measure of Success	Progress Monitor
	KCWP4: Review, Analyze and Apply Data	Grades 3-6 will integrate K-PREP released items into their curriculum where deemed appropriate. Students will help critique each other's work using state rubrics in order to become familiar with the standards and expectations.	Student Products Student growth	08/01/2022-08/01/2023 All Teachers
		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	08/01/2022-08/01/2023 All Teachers District Instruction Coaches
		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	08/01/2022-08/01/2023 All Teachers Bobby Gibbs District Instructional Coach
	KCWP3: Design and Deliver Assessment Literacy	Students will use their own assessment data to set short- and long-term goals for unmastered skills with teacher assistance. Students will monitor their own progress with formative assessments.	Student work	08/01/2022-08/01/2023 All Teachers
	KCWP3: Design and Deliver Assessment Literacy	Teachers will vertically plan and collaborate at least once per month to analyze student products, evaluate	PLC Notes Common Planning	08/01/2022-08/01/2023 All Teachers

Goal 2 (State your science, social studies, and writing goal.): **Increase the percentage of students scoring proficient/distinguished in science to 45% in s... writing to 33% by 2024**

Objective	Strategy	Activities	Measure of Success	Progress Monito...
		instruction effectiveness, and monitor student achievement toward reaching writing standards.		
	KCWP3: Design and Deliver Assessment Literacy	**KCWP3:** 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.	Lesson Plans	08/01/2022-08/01/2023 All Teachers District Instructional Coach

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase the reading proficiency rates for students identified with a disability in reading from 71% in 2022 to 78% in 2023.	**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	Brenda Lawson Elizabeth Meadors Christy Frazier-Moses Jenny Chute
	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	08/01/2022 –05/01/2023
	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	08/01/2022 –08/01/2023
	KCWP4:		Student Goals	08/01/2022 –04/01/2023

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		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.		
	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	08/01/2022 -08/01/2023
	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	08/01/2022 -08/01/2023
Increase the average math proficiency rates for all female students from 42% in 2022 to 46.4% in 2023.	**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	8/01/22-7/01/23 Brenda Lawson Elizabeth Meadors Christy Frazier-Moses Jenny Chute
	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	08/01/2022 -05/01/2023

Objective	Strategy	Activities	Measure of Success	Progress Monitor
	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	08/01/2022 -08/01/2023
		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	08/01/2022 -04/01/2023
	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	08/01/2022 -08/01/2023
	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	08/01/2022 -08/01/2023

Objective	Strategy	Activities	Measure of Success	Progress Monitor
	KCWP2: Design and Deliver Instruction	**KCWP2:** Teachers will utilize the Into Reading programs to provide instruction and differentiate instruction.	Lesson Plans	08/01/2022 -08/01/2023

4: English Learner Progress

Goal 4 Increase 1.5 levels in speaking on the ACCESS test by January 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing Level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by May 2023.	ELL students will receive instruction through sheltered immersion.	Providing the background and context students need to understand grade-level content	Annual ACCESS for ELLs test scores	Student's Program Service be monitored according to standards in conjunction w standards by the classroom
		Conversation modeling		Report Cards
		Modeling oral presentations		Classroom Grades
		Class discussion opportunities		
		Practice oral presentations multiple times, and giving and receiving feedback		

Goal 5 For the 2023-24 school year our goal is to continue to score in the category of Very High (82-100) on the Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 Ensure students feel safe while they are at school.	Establishing Learning Culture and Environment	Practice safety drills monthly	Quality of School Climate and Safety Survey Results	Monthly Drill Log
		Posted hot lines	Safety Marshall risk assessment results	Observations/walkthrough
	Establishing Learning Culture and Environment	Review emergency plans with students and staff	Safety Marshall risk assessment results	Sign in sheet for reviews
		Inform students of safety protocols frequently. Allocate time for students to ask questions about safety procedures	Quality of School Climate and Safety Survey Results	Observations/walkthrough schedule
		Keep risk assessment up to date	Safety Marshall risk assessment results	Yearly review from State Marshall
	Establishing Learning Culture and Environment - Provide opportunities for students and staff to connect.	Greet students by name each morning	Quality of School Climate and Safety Survey Results	Observations/walkthrough
		Provide opportunities to join clubs, teams, and after school activities	Quality of School Climate and Safety Survey Results	Periodically recognize stu accomplishment or particip intercom and school Faceb
	Establishing Learning Culture - Provide after school programs to meet social needs of students.	Counselor provides Bucket Filler Club after school	Quality of School Climate and Safety Survey Results	Weekly Attendance
Objective 2 Ensure students feel like they are a part of the school, and someone cares about them.		Counselors available when needed	Quality of School Climate and Safety Survey Results	Observations/walkthrough log of students
		Activity- Who cares about me at school?	Quality of School Climate and Safety Survey Results	Posting results of activity.
	Establishing Learning Culture and Environment	Practice safety drills monthly	Quality of School Climate and Safety Survey Results	Monthly Drill Log

Updated May 2022

Goal 5 For the 2023-24 school year our goal is to continue to score in the category of Very High (82-100) on the Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		Posted hot lines	Safety Marshall risk assessment results	Observations/walkthrough