



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Pleasant View Elementary School
Randy Love
85 Stringtown Road
Williamsburg, Kentucky, 40769
United States of America

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 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.

Please enter your name and date below to certify.

Randy Love 9/18/23



2023-2024 Phase One: School Safety Report

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2023-2024 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. July, 2023

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

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

Yes. August 8, 2023

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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 prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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)
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2023-2024 Phase One: Executive Summary for Schools

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Pleasant View Elementary School

Randy Love

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2023-2024 Phase One: 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?

Pleasant View Elementary is located just off Highway 25W in southern Whitley County approximately 7 miles north of the Tennessee state line and has provided quality education since 1938. Whitley County has an estimated population of 36,873 in 2022. Approximately 25.8% of the population are under 18 years of age. The county is 96.7% white, 1.0% black, 0.3% American Indian, 0.5% Asian, 0.1% Hawaiian, and 1.8% Hispanic of Latino. The median income in Whitley County is \$41,817, well below the state average of \$55,424. About 27.6% of the people in the county live in poverty. According to data only 74.4% of the households have a broadband internet connection.

We currently serve 222 students from preschool through sixth grade. We have 21 certified staff members along with several instructional and support personnel. We offer an in-building preschool program with two IECE educators and two full time CDA assistants who serve 3 and 4 year old students. Of our certified staff we have one Title I reading teacher, one Title I math teacher, one RTA teacher, three special needs teachers, one media specialist, and one physical education/visual arts teacher. In addition the school is served by one principal, one speech/language pathologist, a family resource director, a school nurse, one counselor, two office clerks, seven cooks, and three custodians.

Pleasant View offers an 11:1 student:teacher ratio and teachers have an average 13.12 years of experience. Over 89% of our students are economically disadvantaged and qualify for free/reduced lunch.

Pleasant View Elementary strives to create community partner relationships. We host monthly family reading and math nights and work with community businesses and the local University of the Cumberlands to encourage partnerships and opportunities for our students.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

At Pleasant View Elementary we are built around our biggest group of stakeholders, our students. We understand that it takes many working together to provide the best education possible for our students. We also work with the following stakeholders:

Parents/Guardians

Teachers & teacher leaders in the school

Instructional Assistants

Principal Randy Love

Counselor Donna Stevens

Family Resource Center Director Shirley Lawson

Attendance Clerk Tracy Richardson

Bookkeeper/Secretary

School Nurse Tammy Morris

PAVE Volunteers

Math Interventionist Jenny Chute

Reading Interventionists Christy Frazier and Elizabeth Meadors

Save the Children personnel - Brenda Lawson, Malanah Faulkner, Tanisha Bennett,
and Renea Davenport

Partners for Rural Impact School Coordinator Rhonda Carr

SBDM Council members: Richard Frazier, Shane Gibson, Casey Barnett, Dustin
Rowe, Colleen Collett

21st Century Program and after school services

Pleasant View Fire Department

Whitley County 911

Whitley County Sheriff's Department

Whitley County EMS

Kentucky State Police

Elgin Foundation

Other community businesses and individuals that have and continue to support us
throughout the years

Our school strives and encourages parental involvement in the educational process.
With the help of the people and institutions listed, we are able to work
collaboratively to ensure that our expectations are able to match the outcomes
within the school. We are excited to have such great support behind our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

It is the mission of Pleasant View Elementary that all children can learn. Our focus is to ensure that all children learn and are prepared to be successful citizens in society. Providing a quality of excellence in education is Pleasant View Elementary's commitment to all students. With a new principal this year it is our vision that we are striving to become a top 10% elementary school in the state.

In addition to teaching the basic subjects of reading, writing, math, science, and social studies, we have several grant funded opportunities to enrich student learning. This includes our 21st century program which students participate in four days a week. This program included K - 3 reading intervention, homework help, tutoring, and several different enrichment clubs. Our Save the Children program which offers a program director, a literacy tutor, and a math tutor. Our teachers are participating in the professional learning literacy academies that are being provided by GRREC; this is through the Kentucky Comprehensive Literacy Grant (KyCL). The Read to Achieve grant includes Reading Recovery and also extends the program to include the Comprehensive Intervention Model (CIM) that provides services for struggling readers in grades K-3 with small group instruction. We are also excited to add a FSCS School Coordinator through the Partners for Rural Impact program to add valuable resources to our school.

Our school offers a 1:1 student to chromebook ratio for all students in kindergarten through sixth grade. This technology enables teachers to set up a google classroom for their students as well as providing access to valuable resources online including study island, IXL, Accelerated Reader, Amira, and Xtra Math to name a few. All teachers including special needs and intervention teachers are able to utilize technology in their classroom to aide and assist student learning and achievement.

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 our SBDM Council and our PE/Health instructor was nationally recognized by the Alliance for a Healthier Generation as one of America's healthiest schools. 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.

Our school has made some significant gains in recent years in accountability data, but still have deficiencies that need to be addressed despite improvements in other areas. Overall our reading novice rate has dropped from 22% to 11%. Our reading proficient/distinguished rate increased from 56% to 57%.

Math saw a novice rate drop from 24% to 22% and a proficient/distinguished rate drop from 50% to 45%. Science scores have also dropped significantly this year going from 13% novice to 23% novice and a proficient/distinguished rate decrease from 42% to 27%.

Areas of Improvement:

Pleasant View Elementary is proud of the gains we have made in reading. We are working hard to improve our proficient/distinguished rate in each content area while reducing the amount of novice students.

Our teachers are working hard and collaborating with each other through PLC meetings to disaggregate data and determine appropriate and better instructional practices, strategies, and resources that we can use to improve student achievement. We are constantly analyzing our curriculum and working collaboratively to ensure our students are actively engaged in the learning process. We continue to evaluate data from a variety of screeners and that allows us to see where our kids are performing and address areas of concern.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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 uses a process to review, analyze, and apply data results to develop this year's plan. We will begin with a presentation from the principal that will show staff an abbreviated version of the school's strengths and weaknesses. We will begin our process in our PLC/Data room meetings that are held weekly. We will begin by having each team member and the teacher leaders look over the data as a whole. Data to be evaluated includes KSA, MAP, Star Reading, and STAR Math. The goals for this year consist of state assessment results in reading, mathematics, science, social studies, writing on-demand, and editing and mechanics. They also include progress on English language proficiency, and the quality of school climate and safety surveys.

Each team of teachers will look at results of the school from a whole perspective first identifying strengths and weaknesses of the school. Teams will then begin looking at individual grade levels, individual teachers, individual students, and identify areas of strength and areas for growth. The data disaggregation is

conducted by teacher leaders, PLC team members, district personnel, SBDM council, and other school stakeholders.

Throughout the academic year as more data is collected and becomes available, it is continually discussed and analyzed in faculty meetings, weekly PLC meetings, and monthly by our SBDM council. Our teachers and staff will evaluate the performance level of each grade, each student, each subgroup population and compare how those groups performed against other groups both in the building and compared to state averages.

After each analysis our teachers will evaluate each area and formulate plans and educational practices we can engage in to continue to enhance student learning in our school.

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?

During the past academic year many of our goals and strategies were introduced. We showed promising gains in reducing our novice rates, but saw drops in our proficient/distinguished rates. Going forward to this year, we need to evaluate not only our practices and strategies for those students who have fallen behind, but those that were meeting benchmarks to make sure we are moving all of our students forward.

From 2021-22 to 2022-23 Pleasant View Elementary saw a decrease in the novice rate in reading from 22% to 9.7%. The proficient/distinguished rate in reading went from 56 to 57.3%. In mathematics from 2021-22 to 2022-23 we saw our novice rate go from 24% to 22.3%. Our proficient/distinguished rate dropped from 50% to 44.7%.

Last year we focused on math scores and made minor improvements to our novice rate. This will again be a focus point for our school this year.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Over the past three years we have watched our proficient and distinguished rate in reading go from 47.2% to 55% to 57.3%. At the same time Pleasant View Elementary has seen their math proficient and distinguished rate go from 30.9% to 50% back down to 44.7%.

We continue to make gains in social studies going from 29% proficient and distinguished rate in 21-22 to a 54.8% rate in 22-23. Likewise, on-demand writing grew from 25% proficient and distinguished to 45.2% in 22-23. The number of student behavior referrals increased from 91 in 21-22 to 112 in 22-23.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- 57% of students scored at Proficiency or above in reading on the Kentucky Summative Assessment for the 2022-23 school year.
- 45% of students scored at Proficiency or above in mathematics on the Kentucky Summative Assessment for the 2022-23 school year.
- 27% of students scored at Proficiency or above in science on the Kentucky Summative Assessment for the 2022-23 school year.
- 55% of students scored at Proficiency or above in social studies on the Kentucky Summative Assessment for the 2022-23 school year.
- 45% of students scored at Proficiency or above in combined writing on the Kentucky Summative Assessment for the 2022-23 school year.
- Brigance data shows that 44% of our students are kindergarten ready compared to the state average of 40%.

Current Non-Academic State

- The 22-23 school year saw 112 behavior reports compared to 91 in the 21-22 school year.

-
- 70% of teachers respond that their work environment is favorable on the Kentucky Impact Working Cond

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.

- 61% of third grade students scored below proficiency in mathematics.
- 82% of fourth grade students scored below proficiency in mathematics.
- 73% of fourth grade students scored below proficiency in science.
- 65% of fifth grade students scored below proficiency in mathematics.

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.

- The percentage of students reaching at least proficiency in reading increased from 56% to 57% from
- The percentage of students reaching at least proficiency in social studies increased from 29% to 55%
- The percentage of students reaching at least proficiency in combined writing increased from 25% to
- Sixth grade students had 74% of their students reach proficiency in reading and 81% reach profici

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name

 School Key Elements Template

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Pleasant View Elementary is committed this year to working on how we design and deliver instruction to our students. We are working on evaluating our teaching and finding ways to improve through strategies and research based practices.

We are committed to establishing a learning culture and environment. We want school to be a place where all of our students can be themselves and we want to create a safe environment conducive to learning and giving our students optimal opportunities for success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	No	<ul style="list-style-type: none"> • PLC minutes • Curriculum maps • Pacing guides • Lesson plans • Learning targets • Vertical and horizontal alignment • Striving Readers Comprehensive Literacy • Literacy Design Collaborative • SBDM minutes • Spire reading intervention program
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	Yes	<ul style="list-style-type: none"> • STAR Assessment data • NWEA MAP Growth assessment data • PLC Meetings • Walkthrough Notes • Lesson plans • Writing scrimmage data • Title I data • Usage and progress reports (Study Island, IXL, Exact Path, Readworks.org)
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes</p>	No	<ul style="list-style-type: none"> • PLC minutes • STAR assessment data • Iowa assessment data • NWEA MAP growth assessment data • Curriculum team meetings and participation

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		<ul style="list-style-type: none"> • Data review days • Classroom grades • Formative and summative assessments
<p>KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	No	<ul style="list-style-type: none"> • PLC minutes • Walkthrough notes • Data review days • Faculty meeting agendas • Lesson plans
<p>KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	No	<ul style="list-style-type: none"> • Title I interventions • Aimsweb progress monitoring • Review 360 • PLC minutes • SBDM minutes • Reading recovery (RTA) • Math intervention teacher
<p>KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	Yes	<ul style="list-style-type: none"> • Mission statement • Review 260 • Misconduct reports • PBIS • Open House • Parent-teacher meetings • ESS opportunities • PLC minutes • SBDM council meetings



2023-2024 Phase Two: School Assurances

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2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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

No

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

No

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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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

No

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

No

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

No

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

No

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, 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

No

N/A

COMMENTS

Title I Schoolwide Programs

15. In a school 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

No

N/A

COMMENTS

16. In a school 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

No

N/A

COMMENTS

17. In a school 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

No

N/A

COMMENTS

18. In a school 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

No

N/A

COMMENTS

19. In a school 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

No

N/A

COMMENTS

20. In a school 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

No

N/A

COMMENTS

21. In a school 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

No

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

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

27. In a school 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.

Yes

No

N/A

COMMENTS

28. In a school 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.

Yes

No

N/A

COMMENTS

29. In a school 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.

Yes

No

N/A

COMMENTS

30. In a school 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.

Yes

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).

Yes

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.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 Phase Three: Comprehensive School Improvement Plan

Pleasant View Elementary School

Randy Love

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

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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldrige, 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 Pleasant View Comprehensive Improvement Plan for Schools

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 this academic year and beyond. Many of the successful strategies and the research based approach we have used previously is outlined in our Comprehensive School Improvement Plan. While we continue to work to make gains in reading, the areas of mathematics and science are an area of focus as we continue to work to build our students back to the pre-pandemic levels. We also continue to focus on writing and social studies as well to address the needs of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pleasant View Comprehensive Improvement Plan for Schools		.

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. 52% of students scored below proficiency in math *(61% of third graders scored below proficiency, 82% of fourth graders scored below proficiency, and 65% of fifth graders scored below proficiency).*
2. 73% of students scored below proficiency in science.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Our school will utilize PLCs to increase its focus on student achievement based upon learning needs as identified by assessment data. Designing and creating lessons that enhance student engagement, address academic deficits, and tie learning targets to the identified standards will be prioritized. In addition, we will concentrate on increasing schoolwide formative and summative assessments.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.9	2.6
State Assessment Results in science, social studies and writing	63.3	5.6
English Learner Progress		
Quality of School Climate and Safety	83.6	2.9
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

List the overall scores of status and change for each indicator.

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 68 in 2025 and mathematics from 48 to 58 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 63 in 2024 and in mathematics from 48 to 53 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	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		School-wide surveys will be conducted to identify concerns & recommendations for curriculum revisions, gaps and inconsistencies. Select teachers from each grade level will attend the district’s annual summer curriculum alignment/mapping meetings to ensure standards are met.	Summer Alignment Results/Documents	08/01/2023 - 07/01/2024 Selected Teachers District Instructional Team	0
	KCWP 4: Review, Analyze and Apply	The principal will guide teachers in the analysis of students’ applicable universal assessment results following each cycle of testing (STAR, MAP, STAR Early Literacy, K-3 Amira Benchmarks). It will identify instructional gaps, instructional trends, and weaknesses, which will guide instruction. The district instructional coaches will assist with the analysis.	Analysis Reports	08/01/2023 - 07/01/2024 All Teachers District Instructional Team Randy Love	0
		Teachers will provide timely, effective feedback during the learning process to students via verbal responses, written annotations, conferencing, examples and models. Rubrics will be used to let students know what needs to be done in order to improve their performance.	Student Products Improved Writing Scores	08/01/2023 - 07/01/2024 All Teachers	0

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 68 in 2025 and mathematics from 48 to 58 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	08/01/2023 - 07/01/2024 All Teachers Donna Stevens Shirley Lawson Tammy Morris	0
		Teachers will encourage daily attendance. The 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 will assist as needed.	Attendance Records Program Service Records	08/01/2023 - 07/01/2024 All teachers Patrick Bowlin Shirley Lawson Colleen Collett Ashley Lawson Tracy Richardson Randy Love Community Collaboration with Children DCBS	Donations (PTO)
	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	Randy Love	0
		Teachers will post grades on Infinite Campus in a timely manner so parents may monitor their child’s progress.	Infinite Campus Records	08/01/2023 - 07/01/2024 All Teachers Patrick Bowlin Randy Love	0
		The school will host reading, math and wellness family events after school to	Attendance Sheets Event Lesson Plans	08/01/2023 - 07/01/2024 Randy Love	Title I \$1000

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 68 in 2025 and mathematics from 48 to 58 in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		build strong family/home relationships and provide students with enrichment activities.	Photos	Elizabeth Meadors Jenny Chute Richard Frazier (21 st CCLC) Shane Gibson Brenda Lawson (STC)	
		The principal will utilize the district All-Call system and Facebook Page to keep parents informed of school events and deadlines.	Recording Log	08/01/2023 - 07/01/2024 Randy Love	0
		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	08/01/2023 - 07/01/2024 All School Staff Stacey Sasko	0
		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	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		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	Assessment Data	08/01/2023 - 07/01/2024 All Teachers Sherri Smith Randy Love Heather Stewart Kellie Anderson SBDM Council	0

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 68 in 2025 and mathematics from 48 to 58 in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		conducted during PLCs and presented to SBDM Council for discussion. See the attached assessment matrix.			
		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	08/01/2023 - 07/01/2024 K-1 Teachers Elizabeth Meadors Randy Love	General Fund \$200
	KCWPI: 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	08/01/2023 - 07/01/2024 Kim Creekmore SBDM Council Randy Love Staff Members	PD Funds \$300
	KCWPI: Design and Deploy Standards	Teachers will participate in the district’s four-day grade academies prior to the first day of school for professional learning sessions that focus on various aspects of the curriculum, programs, and identified needs from teacher surveys.	Sign-In Sheets Academy Schedule	08/01/2023 - 07/01/2024 All Teachers Kim Creekmore	0
	KCWPI: Design and Deploy Standards	Students will utilize appropriate computerized programs to support student learning; IXL, XtraMath, Accelerated Reader, Study Island, Edulastic, Exact Path, Vocabulary A-Z, Starfall, Myon, Epic, and Destination Reading.	Subscriptions Usage Records Program Assessments	08/01/2023 - 07/01/2024 All Teachers Randy Love Sherri Smith Kevin Anderson Richard Frazier	Instructional & Grant Funds \$6400
	KCWPI: Design and Deliver Instruction				

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring proficient/ distinguished in reading from 58 in 2023 to 68 in 2025 and mathematics from 48 to 58 in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The school will continue to participate in the Read to Achieve Grant that provides the Reading Recovery Program, CIM Intervention and the plus-one teacher design that trains one additional teacher in effective reading strategies to build continuity between grade levels.	Grant Documents	08/01/2023 - 07/01/2024 Elizabeth Meadors Kim Creekmore Heather Stewart	RTA Grant Funds
		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	08/01/2023 - 07/01/2024 Jenny Chute Kim Creekmore	Grant Funds
		Teachers will utilize the Wordly Wise Vocabulary Program on a weekly basis, which provides students with direct instruction in linking vocabulary with reading comprehension.	Student Workbooks Grant Documents Summative Assessments	08/01/2023 - 07/01/2024 All Teachers Laurel Bowlin	KyCL Grant

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the percentage of students scoring proficient/distinguished in science to 32% by 2024.	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	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		All teachers will use the claim, evidence, reasoning approach to help students develop an understanding for and the ability to perform the eight practices of science & engineering identified in the NGSS Framework. Teachers will adhere to the district’s grade level specific frequency requirements.	Lesson Plans	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		Teachers will enhance their science and instruction through computer programs and websites: Generation Genius, Scratchpad, NASA for students, How Stuff Works, Exploratorium, Students will become more engaged with the content resulting in better understanding and longer retention.	Lesson Plans, Student Productions	08/01/2023 - 07/01/2024 All Teachers	KyCL Grant
	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	08/01/2023 - 07/01/2024 All Teachers	0
		Grades 3-6 will integrate KSA released items into their curriculum when deemed appropriate. Students will help critique each other’s work using state	Student Products Student Growth	08/01/2023 - 07/01/2024 All Teachers	0

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		rubrics to become familiar with the standards and expectations.			
	KCWP4: Review, Analyze and Apply Data	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	08/01/2023 - 07/01/2024 All Teachers District Instructional Coaches	0
		Grades 3-6 will participate in science scrimmage assessments. Prompts will be obtained from Edulastic and previous KSA released items. 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	08/01/2023 - 07/01/2024 All Teachers	0
		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	08/01/2023 - 07/01/2024 All Teachers	0
	KCWP3: Design and Deliver Assessment Literacy	Teachers will vertically plan and collaborate at least once per month to analyze student products, evaluate instruction effectiveness, and monitor student achievement.	PLC Notes Common Planning	08/01/2023 - 07/01/2024 All Teachers	0
		Students will have access to additional resources and extended services through our 21 st CCLC program and Save the Children (STC) program.	Lesson Plans Attendance Rosters	08/01/2023 - 07/01/2024 Richard Frazier (21 st CCLC) Brenda Lawson (STC)	21 st CCLC & STC Grant Funds

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 2:</u> Increase the percentage of students scoring proficient/distinguished in social studies to 57.5% and by 2024.	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	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		Teachers will enhance their social studies instruction through computer programs and websites; 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 <i>Time</i> and <i>Scholastic</i> Magazines.	Lesson Plans, Student Productions	08/01/2023 - 07/01/2024 All Teachers	KyCL Grant
		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	08/01/2023 - 07/01/2024 All Teachers	0
	KCWP6: Establish Learning Culture and Environment	Grades 3-6 will integrate KSA released items into their curriculum when deemed appropriate. Students will help critique each other’s work using state rubrics to become familiar with the standards and expectations.	Student Products Student Growth	08/01/2023 - 07/01/2024 All Teachers	0
		Grades 3-6 will participate in social studies scrimmage assessments. Prompts will be obtained from Edulastic and previous KSA released items. Student products will be blind scored using state rubrics. Results will be analyzed during PLCs and teacher	Lesson Plans PLC Notes	08/01/2023 - 07/01/2024 All Teachers	0

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meetings to identify instructional gaps and generate ideas for effective feedback to improve student performance.			
	KCWP4: Review, Analyze and Apply Data	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	08/01/2023 - 07/01/2024 All Teachers	0
		Teachers will vertically plan and collaborate at least once per month to analyze student products, evaluate instruction effectiveness, and monitor student achievement toward reaching social studies standards.	PLC Notes Common Planning	08/01/2023 - 07/01/2024 All Teachers	0
		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	08/01/2023 - 07/01/2024 All Teachers	0
	KCWP3: Design and Deliver Assessment Literacy	Students will have access to additional resources and extended services through our 21 st CCLC program and Save the Children (STC) program.	Lesson Plans Attendance Rosters	08/01/2023 - 07/01/2024 Richard Frazier (21 st CCLC) Brenda Lawson (STC)	21 st CCLC & STC Grant Funds

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 3:</u> Increase the percentage of students scoring proficient/distinguished in writing to 50% by 2024.	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	08/01/2023 - 07/01/2024 All Teachers Randy Love	0
		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	08/01/2023 - 07/01/2024 All Teachers	0
		Grades 3-6 will integrate KSA released items into their curriculum when deemed appropriate. Students will help critique each other's work using state rubrics to become familiar with the standards and expectations.	Student Products Student Growth	08/01/2023 - 07/01/2024 All Teachers	0
	KCWP6: Establish Learning Culture and Environment	Grades 3-6 will participate in writing scrimmages. Prompts will be obtained from Edulastic and previous KSA released items. 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.	TCT Tasks Lesson Plans	08/01/2023 - 07/01/2024 All Teachers District Instructional Coaches	0
		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	08/01/2023 - 07/01/2024 All Teachers	0
	KCWP4: Review, Analyze and Apply Data	Teachers will vertically plan and collaborate at least once per month to analyze student products, evaluate	PLC Notes Common Planning	08/01/2023 - 07/01/2024 All Teachers	0

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in science to 40% in social studies to 60% and in writing to 55% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction effectiveness, and monitor student achievement toward reaching writing standards.			
		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	08/01/2023 - 07/01/2024 All Teachers District Instructional Coaches	0
	KCWP3: Design and Deliver Assessment Literacy	Students will have access to additional resources and extended services through our 21 st CCLC program and Save the Children (STC) program.	Lesson Plans Attendance Rosters	08/01/2023 - 07/01/2024 Richard Frazier (21 st CCLC) Brenda Lawson (STC)	21 st CCLC & STC Grant Funds

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the reading proficiency rates for students identified with a disability in reading from 61% in 2023 to 71% in 2024.	KCWP1: Design and Deploy Standards	Teachers will collaborate with all pertinent resource teachers to determine student placement and program services that best meet student needs.	Program Records	Brenda Lawson (STC) Elizabeth Meadors Christy Frazier-Moses Jenny Chute	0
	KCWP2: Design and Deliver Instruction	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	08/01/2023 - 07/01/2024	0
	KCWP4: Review, Analyze and Apply Data	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	08/01/2023 - 07/01/2024	\$1500
		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	08/01/2023 - 07/01/2024	0
	KCWP5:	Teachers will provide parents/guardians relevant information, materials, and	Parent Contact Logs	08/01/2023 - 07/01/2024	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, Deliver Support Processes	ideas to help struggling students meet standard requirements.			
	KCWP6: Establish Learning Culture and Environment	School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/01/2023 - 07/01/2024	\$200 PTO
Increase the average math proficiency rates for all female students from 46% in 2023 to 50% in 2024 and male students from 50% in 2023 to 54% in 2024.	KCWP1: Design and Deploy Standards	Teachers will collaborate with all pertinent resource teachers to determine student placement and program services that best meet student needs.	Program Records	08/01/2023 - 07/01/2024 Brenda Lawson (STC) Elizabeth Meadors Christy Frazier-Moses Jenny Chute	0
	KCWP2: Design and Deliver Instruction	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	08/01/2023 - 07/01/2024	0
	KCWP4: Review, Analyze and Apply Data	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	08/01/2023 - 07/01/2024	0
		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	08/01/2023 - 07/01/2024	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP5: Design, Align, Deliver Support Processes	Teachers will provide parents/guardians relevant information, materials, and ideas to help struggling students meet standard requirements.	Parent Contact Logs	08/01/2023 - 07/01/2024	0
	KCWP6: Establish Learning Culture and Environment	School staff will provide appropriate/available incentives to encourage and motivate students to demonstrate desired work habits and effort.	Events	08/01/2023 - 07/01/2024	\$200 PTO

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase 1.0 levels in speaking on the ACCESS test by January 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Students will advance from using some social English and general academic language in the Developing Level to using social English and some specific academic language, advancing to the Expanding Level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by May 2024.	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 Plan will be monitored according to WIDA standards in conjunction with the KAS standards by the classroom teacher.	General Fund
		Conversation modeling		Report Cards	
		Modeling oral presentations		Classroom Grades	
		Class discussion opportunities			
		Practice oral presentations multiple times--giving and receiving feedback			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): For the 2023-24 school year our goal is to continue to score in the category of Very High in the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure that students feel safe when they are at school	Establishing Learning Culture and Environment	Safety Drills Practiced monthly	Quality of School Climate and Safety Survey Results	Monthly Drill Log	No funding required
		Safety phone numbers and hotlines posted throughout school building	Safety Marshall Risk Assessment Results	Observation/Site Visit	No funding required
		Review Emergency Plans with Students and Staff	Safety Marshall Risk Assessment Results	Sign-in sheet for meeting to discuss safety plan	No funding required
		Inform students of safety protocols frequently and allow time for students to ask questions	Quality of School Climate and Safety Survey Results	Observations, walkthroughs, schedule	No funding required
	Establishing Learning Culture and Environment - Provide opportunities for students and staff to connect.	Keep risk assessment up to date	Safety Marshall Risk Assessment Results	Yearly review from state safety marshal	No funding required
		Greet students by name each morning	Quality of School Climate and Safety Survey Results	Observations, walkthroughs	No funding required
Objective 2 Ensure that students know someone cares for them and that they feel like they are a part of our school.	Establishing Learning Culture – Provide after school programs to meet social needs of students.	Provide opportunities to join clubs, athletic teams, and after school activities	Quality of School Climate and Safety Survey Results	Periodically recognize students’ accomplishments or participation on intercom, school Zoom, and our Facebook page.	No funding required
		Partners for Rural Impact implementing clubs to help meet social and self-esteem needs of students	Quality of School Climate and Safety Survey Results	Sign-in sheet	No funding required
	Establish after school clubs to help meet the needs of our students.	Counselors available when needed	Quality of School Climate and Safety Survey Results	Observations, walkthroughs, student logs	No funding required
		Activities/discussions to show students who cares about them at school.	Quality of School Climate and Safety Survey Results	Posting results of activities	No funding required

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:

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

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

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:

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

TSI/ATSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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