



KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Whitley County

Bobby Gibbs, Principal
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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

2014-15 Goals and Plans

Overview 9

Goals Summary 10

Goal 1: Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017. 11

Goal 2: Increase the average combined reading and math proficiency ratings for all Pleasant View students in the non-duplicated gap group from 33% in 2012 to 66.5% % in 2017. 16

Goal 3: Pleasant View will maintain or increase the number of program review points in Arts & Humanities (8.0), Writing, (9.1) and Practical Living/Career Studies (9.6). 19

Goal 4: Develop procedures that minimize routine, non-instructional duties for teachers to support the educational process and setting. 21

Goal 5: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020. 23

Activity Summary by Funding Source 25

KDE Needs Assessment

Introduction 34

Data Analysis..... 35

Areas of Strengths..... 38

Opportunities for Improvement..... 39

Conclusion..... 41

The Missing Piece

Introduction..... 43

Stakeholders..... 44

Relationship Building..... 45

Communications..... 46

Decision Making..... 48

Advocacy..... 50

Learning Opportunities..... 51

Community Partnerships..... 53

Reflection..... 54

Report Summary..... 55

Improvement Plan Stakeholder Involvement

Introduction..... 57

Improvement Planning Process..... 58

KDE Assurances - School

Introduction..... 61

Assurances 62

Compliance and Accountability - Elementary Schools

Introduction 69

Planning and Accountability Requirements 70

School Safety Diagnostic

Introduction 103

School Safety Requirements 104

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Pleasant View Elementary is located just off 25W in southern Whitley County and has provided quality education to children since 1938. We are presently housed in the county's oldest elementary building, but construction is underway for a new facility. We currently serve approximately 280 preschool through sixth grade students with 22 certified personnel.

Our community is a low social-economic area. According to the latest census 35.4% of Whitley County residents are living below the poverty level. Over 89.4% of our students qualify for free and reduced lunches. Many of our students come from blended families, single parent homes and/or from a grandparent guardianship.

Our school atmosphere is one of professionalism, pride and salutation. We are assertive in the belief of a first-class education and strive to successfully implement the latest researched based strategies and programs to produce such a quality. Our curriculum offers physical/health education and fine arts along with a variety of special programming throughout the year from outside sources. Our support staff includes a Family Resource Center, counselor, a part time school nurse, five instructional assistants, Save the Children grant funded in school and after school literacy program, 21st Century Grant funded after school enrichment program, a RIF grant funded reading program for second grade, Reading Recovery/CIM Interventions for K-3, district wide and school level opportunities for gifted and talented students and a variety of sports and other high interest activities.

We encourage and practice communication among all of our stakeholders to form a trusting, cooperative relationship to enhance academic productivity. Teachers share a collegial relationship resulting in a rigorous curriculum, high expectations, with attention given to transitions and continuity through common planning time. 100% of the teachers have a master's degree or higher and several belong to a professional organization that enhances classroom instruction.

School's Purpose

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

Our mission statement reads: With the help of parents and the community, we will provide a safe and nurturing environment in which all students can learn the skills necessary to become caring, creative and productive individuals.

We believe education begins and extends far beyond the classroom. Interaction and collaboration between the community, parents and organizations has the ability to significantly increase student achievement and self-worth. Teachers recognize the importance of linking what is learned in the classroom to the outside world.

We have several support programs at Pleasant View. The grant-funded Save the Children Literacy Program conducts in-school and after-school enrichment/remediation activities. 21st Century provides various enrichment and high-interest activities after school four days a week. A Reading Recovery interventionist supports low performing students in grades K-3 and a summer RIF grant supports early readers in second grade. We hold monthly family reading/math nights to encourage parent involvement and student support.

We also have a part-time certified nurse, counselor, and/or family resource staff for students who are in need of assistance in non-academic areas. Our Family Resource Center sponsors support groups for grandparents raising children, and a number of other events/activities to help reduce the barriers to learning.

Pleasant View, along with the other district schools, believe teachers continually grow in knowledge, skills, and performance; therefore, 100% of teachers participate in the new PGES.

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.

Three years ago we had a student to advance to the national level for The Save the Children Program Valentine Day's Card Design, which was nationally recognized by the program. One of our students continues to claim first place in the county fair's plum granny growing contest, which is also part of the 4-H Program. Our 21st Century, Reading Recovery, and Save the Children grants were all reimbursed, which indicates we continue to maintain a high level of the program's expected validity. 21st Century provides after-school and summer enrichment activities for students in 1-6 grades. The Reading Recovery grant extended our program to include the Comprehensive Intervention Model (CIM) that provides services for struggling readers in grades K-3 with small group instruction. This year our Academic Team took first place in the district in quick recall and is currently working toward the Governor's Cup. A teacher from our school was honored with one of the three district Above and Beyond Awards and our greatest achievement was the fact that our school went from Needing Improvement to being a Distinguished Level Performing School! It is evident that our staff, faculty, and community is working together to improve student achievement.

Two areas that are in most need of improvement are parent involvement and writing. Based on this year's open house sign-in sheets only 38% of our parents attended. Under the leadership of our S.B.D.M. Council, we are currently in the process of surveying parents to find out what we can do to improve our communication, support and other aspects of parent involvement. This also addresses the needs identified in the Missing Piece.

The 2013-2014 K-PREP assessment data revealed again the stagnant performance of writing, which has been a priority for the past several years, with inconsistent progress. We continue to work closely with KASC, the district writing coach and have requested guidance from Carol Franks, KDE's Effectiveness Coach. A teacher completed a refresher course in this summer's EKUWP and continues to share learned strategies with colleagues. Trainings from the district writing coach are scheduled and school-wide writing events are being planned that will help us identify gaps between grade levels, communicate expectations both vertically and horizontally and develop common language across all grade levels. Grade specific analytical rubrics will be developed to measure student growth and the principal will closely monitor all writing activity during observations and through the implementation of the Writing Program Review indicators.

For the past several years, our school facility has been at the top of the list as in need of improvement. Now, our seventy year old building will be replaced with a state of the art facility! Next year our new building will open as a Distinguished Performing School and we are striving to improve our community and parent support, which we all agree is an important aspect of educating our children.

Additional Information

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

Pleasant View offers an array of activities: academic team, girls' and boys' basketball, flag football, football, soccer, cheerleading, PRIDE club, Girl Scouts, First Priority Christian Club, Save the Children Literacy Program, 21st Century Grant Activities that include archery, math, science, gardening, cooking, technology and numerous other scheduled activities. Our academic team was recently crowned quick recall tournament champions at the district academic tournament, this was a first for Pleasant View. An annual science fair is sponsored every year and winners proceed to the district level competition. The district provides enrichment programming for students identified as Gifted & Talented and support services for those identified at risk. We pride ourselves in meeting our students' needs academically and socially. Pleasant View has performed at a high level on state assessments. Pleasant View is categorized as a Distinguished school based on the 2013-2014 KPREP assessments. Pleasant View is currently in the 92nd percentile of all elementary schools in the state of Kentucky. Pleasant View outperformed the state in several areas in 2013-2014. Pleasant View outperformed state averages in the areas of Reading, Science, and Social Studies. Pleasant View is equal to the state in the area of Mathematics with 49.2% of our students scoring Proficient or Distinguished in Mathematics.

2014-15 Goals and Plans

Overview

Plan Name

2014-15 Goals and Plans

Plan Description

Pleasant View Elementary School Comprehensive Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 22	Organizational	\$2100
2	Increase the average combined reading and math proficiency ratings for all Pleasant View students in the non-duplicated gap group from 33% in 2012 to 66.5% % in 2017.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$450
3	Pleasant View will maintain or increase the number of program review points in Arts & Humanities (8.0), Writing, (9.1) and Practical Living/Career Studies (9.6).	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$3500
4	Develop procedures that minimize routine, non-instructional duties for teachers to support the educational process and setting.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0
5	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1099

Goal 1: Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy 1:

Collaboration - Teachers will analyze lesson content during their common planning time. As they develop lesson plans in CIITS and conduct PLCs, they will identify core standards and use supplemental materials to address any gaps in the curriculum which will result in continuous alignment .

Category: Continuous Improvement

Research Cited: The basic construct for curriculum alignment is to ensure what is tested is what is taught.

English, Fenwick & Steffy, Betty (2001) Deep Curriculum Alignment

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will horizontally align the curriculum on an on-going basis as weekly lesson plans are developed during PLCs. Select teachers will also participate in the district's summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/16/2014	07/31/2015	\$0	No Funding Required	At least one teacher from each grade level during the summer academies and all teachers during PLCs.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	All certified staff, SBDM Council

Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to compile resources that can be easily adapted across grade levels for self and peer reflections, differentiation of instruction, formative assessments, writing prompts and graphic organizers.	Professional Learning	08/04/2014	05/15/2015	\$0	No Funding Required	All certified teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy 2:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Robinson, and Erika A. Patall. Does homework improve academic achievement? A synthesis of research, 1987-2003. Review of Educational Research 2006, vol.76: 1-62.

Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy (page 18-19).	Policy and Process	08/12/2013	05/02/2014	\$0	No Funding Required	All homeroom teachers grades 1-6

Activity - Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Whitley County Extension Agency (4-H) will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Education Newspaper.	Community Engagement	08/04/2014	05/15/2015	\$100	Other	Principal Bobby Gibbs 4-H Coordinator Mr. Perry Shane Gibson PRIDE & First Priority Coordinator

Strategy 3:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be taken to improve/correct the student's attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates." "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will continue to fund an annual field trip to Dollywood and purchase trophies for the end of the year awards day for students who meet attendance criteria.	Community Engagement	04/30/2015	06/05/2015	\$700	Other	PTO President, Shirley Lawson

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	05/15/2015	\$400	Other	PTO President, Shirley Lawson

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens

Activity - Encouragement/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage daily attendance using methods described in Pleasant View's SBDM Attendance Policy.	Policy and Process	08/04/2014	04/29/2015	\$0	No Funding Required	All staff members

Strategy 4:

Professional Development - Teachers will continue to build professional knowledge through workshops, district trainings and peer collaboration. They will utilize the district's Keeis Program to register and monitor PD courses. Requests for professional development will abide by the district's and S.B.D.M. protocol and policies.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement:

Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Sharing Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When teachers attend workshops they will share information with pertinent colleagues through mentoring, handouts, workshops, emails, and/or demonstrations. Teachers are responsible for showing implementation of selected strategies/methods and/or content learned in workshops along with a brief critique as to its effectiveness/usefulness.	Policy and Process	06/02/2014	07/31/2015	\$300	School Council Funds	Teachers Principal Bobby Gibbs

Activity - Online Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Teachers may earn up to six hours of professional development focused on areas of need through the use of Edviation. Teachers will reflect upon selected concepts using the program's journal.	Professional Learning	08/04/2014	07/31/2015	\$0	No Funding Required	Staff members Principal Bobby Gibbs PD Coordinator Kim Creekmore
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Strategy 5:

Parental Support - Through collaboration with S.B.D.M. Council and PTO, activities and events will be scheduled that reflect the parents' and student interests and needs. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

Activity - P.A.V.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open houses, teacher conferences and through district literature.	Parent Involvement	07/01/2014	05/15/2015	\$0	No Funding Required	Certified teachers P.A.V.E. Parent Liaison

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	07/14/2014	05/29/2015	\$0	No Funding Required	Bobby Gibbs, Principal

Activity - Open-House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will continue to sponsor one open-house and two teacher-parent conferences throughout the year.	Parent Involvement	07/01/2014	05/15/2015	\$0	No Funding Required	All certified staff members

Activity - Classroom Web Pages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will re-design, improve teachers' classroom web page to more effectively communicate and feature specific grade level information: links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide update training for all teachers on how to maintain those webpages.	Community Engagement	05/01/2014	08/03/2015	\$0	No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Student Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement	08/04/2014	05/15/2015	\$0	No Funding Required	All homeroom & special needs teachers
Activity - Teacher Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts.	Parent Involvement	08/04/2014	05/15/2015	\$0	No Funding Required	Certified staff Principal Bobby Gibbs
Activity - Extra-Curricular Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, fund raisers, family reading/math nights, and science fair preparation evening.	Community Engagement	08/04/2014	05/15/2015	\$500	Title I Part A	Certified staff Coaches Title I Director Paula Rickett P.A.V.E. members
Activity - Title I Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Policy and Process	07/26/2013	05/15/2015	\$0	No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Strategy 6:

Instructional Methods - Teachers will use a variety of research-based techniques/methods in the classrooms: Anticipation guides, Peer tutoring, Choral Reading, Tracking & Recognizing Student Improvement, Graphic Organizers, Working Portfolios, Multiple Intelligences, Examples/Non-Examples, High Levels of Questioning, QAR, and Real World Applications. Instructional Practices S.B.D.M. Policy (page 8) will also provide additional effective strategies. Strategies will be documented in lesson plans and student products.

Category: Continuous Improvement

Research Cited: Reading Rockets; U.S. Department of Education, Office of Special Education Programs.

Bellamy, J. S. & Mativo, J. M. (2010). A different angle for teaching math. *Technology Teacher*, 69(7), 26-28.

Posamentier, A., Hartman, H., & Kaiser, C. (1998). *Tips for the mathematics teacher: Research based strategies to help students learn*. Thousand Oaks: Corwin Press.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize a variety of available technology programs to support learning such as: Reading Eggs, Starfall, Earobics, Study Island, Reader Rabbit, Accelerated Reader and Spelling City.	Academic Support Program	08/04/2014	05/15/2015	\$0	District Funding	Certified staff BOE

Strategy 7:

Kindergarten Readiness - The district, in collaboration with other local agencies, will recruit preschool aged children and provide research-based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited: 1 Olson, L. (Fall 2005). Early Childhood Education: Investing in quality makes sense. Research Points, 3(2). Washington, DC: American Educational Research Association.

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process	08/04/2014	04/29/2015	\$0	No Funding Required	Kindergarten Teachers Lab Assistant Brenda Lawson

Activity - Student & Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement	04/30/2015	05/15/2015	\$100	General Fund	Preschool staff Kindergarten teachers Principal Bobby Gibbs

Goal 2: Increase the average combined reading and math proficiency ratings for all Pleasant View students in the non-duplicated gap group from 33% in 2012 to 66.5% % in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/06/2014 as measured by an increase in the percent of students performing at the proficient and distinguished performance levels as reported on the K-PREP Gap Report.

Strategy 1:

Intervention - Teacher observations and an analysis of student formative/summative assessments will reveal students who are in need of additional academic/other

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

support in a timely manner. Services available are described in SBDM Student Support Services Policy page 17.

Category: Learning Systems

Research Cited: Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices,

Authors | Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M.

Source | Mid-Continent Research for Education and Learning 2002

Early Childhood Interventions: Proven Results, Future Promise by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC, 2005

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the first day of school teachers will have completed a classroom summary of their new class based on the annual IOWA , MAPS, STAR and/or Star Early Assessments to guide instruction and determine how to best meet student needs. Following each round of universal testing (Brigance, STAR, MAPS, STAR Early Literacy) teachers will identify students in need of additional assistance and work with support programs, resources, and colleagues to select the most appropriate type of remediation. When K-PREP results are released teachers will complete a full school analysis guided by the principal that guides the school's CSIP.	Policy and Process	07/21/2014	05/15/2015	\$0	No Funding Required	All certified staff

Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated information of the resources/programs available within the school along with program/resource guidelines/criteria to help identify the most appropriate remediation services/programs for struggling students. Reading Recovery, Reading/Math Resource Teachers, Save the Children, Read Well, SRA Direct Instruction, Read to Achieve, Stepping Stones to Literacy, and Earobics are academics currently available. Counseling, FRC may also be appropriate options.	Academic Support Program	08/04/2014	04/29/2015	\$0	District Funding	All certified staff, Title I Director Paula Rickett, BOE Support Staff, Donna Stephens Comp. Care Counselor, Shirley Lawson FRYSC

Activity - Response to Intervention (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated training on the RTI Process and the new AIMSweb. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student data, a plan may be set in place to receive small group instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide decision making.	Academic Support Program	08/04/2014	07/31/2015	\$0	District Funding	All certified staff BOE Special Education Department

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Teachers will utilize the CIITS Program to develop/share lesson plans and locate resources.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	All certified staff
Activity - Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect on their instruction/content following all observations and demonstrate their learning toward their PGP goals.	Professional Learning	08/04/2014	05/04/2015	\$0	No Funding Required	All certified staff
Activity - High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will convey high expectations to ALL students through their comments, attitudes, behaviors, tone of voice, responses, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, energy, procedures and rules.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	All staff members
Activity - Parent Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will update the RTI brochure that provides information on the available intervention programs/strategies.	Parent Involvement	08/04/2014	09/01/2014	\$50	General Fund	Marie Carr Bobby Gibbs

Strategy 2:

Collaboration - Teachers will analyze lesson content during their common planning time. As they develop lesson plans in CIITS and conduct PLC's, they will identify core standards and use supplemental materials to address any gaps in the curriculum which result in continuous alignment.

Category: Continuous Improvement

Research Cited: The basic construct for curriculum alignment is to ensure what is tested is what is being taught. English, Fenwick & Steffy, Betty (2001) Deep Curriculum Alignment.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	All certified staff, SBDM Council

Strategy 3:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and resources will be taken to improve/correct the students attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates. "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of Johns' Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will provide a variety of incentive sot students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	04/28/2015	\$400	Other	PTO membership

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personal, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process	09/01/2014	04/29/2015	\$0	No Funding Required	Patrick Bowlin-DPP, district personnel, Shirley Lawson-FRYSC Coordinator, Donna Stephens-Comp. Care Counseling

Strategy 4:

Parental Support - Through Collaboration with S.B.D.M Council and PTO, activities and events will be scheduled that reflect the parents' and students' interests and needs. Various stakeholders will be surveyed throughout the year to determine areas of interest and concern. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J.L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO; Westview Press.

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will utilize the district all Call method to keep parents informed of school events and deadlines.	Policy and Process	07/24/2014	04/29/2015	\$0	No Funding Required	Bobby Gibbs, Principal

Activity - Teacher Log/Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make weekly contacts with parents and maintain a log. Teachers are encouraged to make one parent contact per day via notes, pone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-JO, or Misconduct reports.	Parent Involvement	08/01/2014	04/29/2015	\$0	No Funding Required	Certified Staff, Bobby Gibbs, Principal

Goal 3: Pleasant View will maintain or increase the number of program review points in Arts & Humanities (8.0), Writing, (9.1) and Practical Living/Career Studies (9.6).

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Measurable Objective 1:

collaborate to integrate arts & humanities, writing, and practical living/career studies across the curriculum by 05/15/2015 as measured by 2014-2015 Program Review External Audit, KDE's Overall categorizations, and lesson plans..

Strategy 1:

SBDM - SBDM will receive status reports and recommendations from Program Review Managers to use in decision making for on-going school-wide improvements.

Category: Stakeholder Engagement

Activity - Regular SBDM Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following each grading period the Program Review Committee will submit/present a synopsis and/or collected evidence for SBDM's approval/suggestions. SBDM will ensure the programs are being monitored for improvement and appropriate pacing.	Policy and Process	09/06/2013	05/02/2014	\$0	No Funding Required	SBDM Council, Program Review Committee: Gibson, Carr, Moses, Hart, R. Frazier,
Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st - 6th grade students will have the opportunity to learn about other cultures during the summer sessions provided by the grant funded 21st Century Program.	Extra Curricular	08/04/2014	07/24/2015	\$3500	Grant Funds	Century 21 Staff Bobby Gibbs, Principal
Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various occupations and careers will be represented during a career day event sponsored by the FRC. Teachers will also integrate consumerism and careers across content areas as deemed appropriate.	Career Preparation/Orientation	08/04/2014	05/15/2015	\$0	No Funding Required	Shirley Lawson, FRC Certified Teachers
Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will schedule community/business members to discuss/present various concepts: consumerism, occupations, leisure/hobbies to help students make real-world connections to the skills they are learning.	Community Engagement	08/04/2014	05/15/2015	\$0	No Funding Required	Certified Teachers
Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Pleasant View's S.B.D.M. Council will implement KDE's recommendations for the preparation of the World Language Program Review in 2015-2016 school year.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	Bobby Gibbs S.B.D.M. Council Certified Council
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Measurable Objective 2:

demonstrate a proficiency in on demand in Writing by 05/15/2015 as measured by the 2014-2015 K-PREP Assessment.

Strategy 1:

Collaboration - Collaboration will offer new ideas and methods to increase student achievement in writing.

Category: Professional Learning & Support

Research Cited: Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement?

Results from a national survey. School effectiveness and school improvement, 21(3), 315–336.

Activity - KDE Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with Carol Franks, Effectiveness Coach, in developing a plan to assess and monitor student writing.	Professional Learning	01/01/2015	02/27/2015	\$0	No Funding Required	Bobby Gibbs, Principal Laurel Bowlin, District Writing Coach & Teachers

Goal 4: Develop procedures that minimize routine, non-instructional duties for teachers to support the educational process and setting.

Measurable Objective 1:

collaborate to redistribute non-instructional & clerical duties by 08/04/2014 as measured by the 2015 TELL Survey results and/or informal teacher surveys.

Strategy 1:

Planning Time - Teachers currently have common planning time, but much of that time is spent on required documentation and clerical type duties. Being exempt from such duties will allow them to focus on how to improve student achievement.

Category: Continuous Improvement

Research Cited: Research suggests that sufficient, scheduled planning time is essential for teachers sharing a common group of students (Flowers, Mertens, & Mullhall, 1999). (Kassissieh & Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson & Davis, 2000; Piccucci, Brownson, Kahlert, & Sobel, 2002).

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

A teacher will fulfill the leading role for students in need of RTI referrals in grades K-3.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	Marie Carr
Activity - CSIP Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will guide the staff in analyzing K-Prep data that will guide the CSIP development during Early Release Days in October.	Policy and Process	10/06/2014	11/07/2014	\$0	No Funding Required	Bobby Gibbs Certified Staff Stakeholders
Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided a list of mentoring teachers that have demonstrated a high level of skill/knowledge in various areas/programs to reduce self-learning time. Teachers will also be provided and encouraged to collaborate with district coaches to improve instruction and/or training for specific needs.	Professional Learning	08/04/2014	05/15/2015	\$0	No Funding Required	Bobby Gibbs Kim Creekmore Heather Stewart
Activity - Web Pages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will redesign and update teachers' classroom webpages to improve their ability to communicate school current events and school information.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	Richard Frazier BOE Jill Roaden Brenda Lawson School Tech Coordinator
Activity - DEN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ideas for the District Ed News articles will be submitted to the PR Contact, which complete the process of submission to the BOE.	Community Engagement	08/04/2014	05/15/2015	\$0	District Funding	Marie Carr BOE Debbie Frazier
Activity - AIMSweb Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected instructional assistants may be requested to conduct weekly progress monitor probes as deemed appropriate by the homeroom teachers.	Policy and Process	08/04/2014	05/15/2015	\$0	No Funding Required	Homeroom Teachers
Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will allot time in a resource teacher's schedule for Writing, K-3, and World Language Program Review management.	Policy and Process	08/04/2014	06/01/2015	\$0	No Funding Required	Marie Carr

Goal 5: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP)..

Strategy 1:

Professional Growth and Effectiveness System - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observed Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals and Peer Observers

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Title II Part A	District Office and Administrators

Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	General Fund	District Office, Principal and Teachers

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and New Teachers.

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	No Funding Required	District Office and Principals

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and Teachers

Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, Teachers and SESC Coaches.

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles..

Strategy 1:

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize and meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student & Parent Transition	Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement	04/30/2015	05/15/2015	\$100	Preschool staff Kindergarten teachers Principal Bobby Gibbs
Edivation/Other Professional Learning Opportunities	Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	District Office, Principal and Teachers
Parent Resource	Intervention teachers will update the RTI brochure that provides information on the available intervention programs/strategies.	Parent Involvement	08/04/2014	09/01/2014	\$50	Marie Carr Bobby Gibbs
Total					\$1150	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	District Office and Administrators
Total					\$99	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sharing Knowledge	When teachers attend workshops they will share information with pertinent colleagues through mentoring, handouts, workshops, emails, and/or demonstrations. Teachers are responsible for showing implementation of selected strategies/methods and/or content learned in workshops along with a brief critique as to its effectiveness/usefulness.	Policy and Process	06/02/2014	07/31/2015	\$300	Teachers Principal Bobby Gibbs

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Total \$300

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PTO	PTO will continue to fund an annual field trip to Dollywood and purchase trophies for the end of the year awards day for students who meet attendance criteria.	Community Engagement	04/30/2015	06/05/2015	\$700	PTO President, Shirley Lawson
Grading Period Incentives	PTO will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	05/15/2015	\$400	PTO President, Shirley Lawson
Grading Period Incentives	PTO will provide a variety of incentive sot students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	04/28/2015	\$400	PTO membership
Stakeholders	The Whitley County Extension Agency (4-H) will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Education Newspaper.	Community Engagement	08/04/2014	05/15/2015	\$100	Principal Bobby Gibbs 4-H Coordinator Mr. Perry Shane Gibson PRIDE & First Priority Coordinator
Total					\$1600	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra-Curricular Events	Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, fund raisers, family reading/math nights, and science fair preparation evening.	Community Engagement	08/04/2014	05/15/2015	\$500	Certified staff Coaches Title I Director Paula Rickett P.A.V.E. members
Total					\$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Enrichment	1st - 6th grade students will have the opportunity to learn about other cultures during the summer sessions provided by the grant funded 21st Century Program.	Extra Curricular	08/04/2014	07/24/2015	\$3500	Century 21 Staff Bobby Gibbs, Principal
Total					\$3500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DEN	Ideas for the District Ed News articles will be submitted to the PR Contact, which complete the process of submission to the BOE.	Community Engagement	08/04/2014	05/15/2015	\$0	Marie Carr BOE Debbie Frazier
Technologies	Students will utilize a variety of available technology programs to support learning such as: Reading Eggs, Starfall, Earobics, Study Island, Reader Rabbit, Accelerated Reader and Spelling City.	Academic Support Program	08/04/2014	05/15/2015	\$0	Certified staff BOE
Resources	Teachers will receive updated information of the resources/programs available within the school along with program/resource guidelines/criteria to help identify the most appropriate remediation services/programs for struggling students. Reading Recovery, Reading/Math Resource Teachers, Save the Children, Read Well, SRA Direct Instruction, Read to Achieve, Stepping Stones to Literacy, and Earobics are academics currently available. Counseling, FRC may also be appropriate options.	Academic Support Program	08/04/2014	04/29/2015	\$0	All certified staff, Title I Director Paula Rickett, BOE Support Staff, Donna Stephens Comp. Care Counselor, Shirley Lawson FRYSC
Response to Intervention (RTI)	Teachers will receive updated training on the RTI Process and the new AIMSweb. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student data, a plan may be set in place to receive small group instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide decision making.	Academic Support Program	08/04/2014	07/31/2015	\$0	All certified staff BOE Special Education Department
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enduring Skills and Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, Teachers and SESC Coaches.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

CSIP Committee	The principal will guide the staff in analyzing K-Prep data that will guide the CSIP development during Early Release Days in October.	Policy and Process	10/06/2014	11/07/2014	\$0	Bobby Gibbs Certified Staff Stakeholders
CIITS	Teachers will utilize the CIITS Program to develop/share lesson plans and locate resources.	Policy and Process	08/04/2014	05/15/2015	\$0	All certified staff
Program Reviews	The principal will allot time in a resource teacher's schedule for Writing, K-3, and World Language Program Review management.	Policy and Process	08/04/2014	06/01/2015	\$0	Marie Carr
Reflection	Teachers will reflect on their instruction/content following all observations and demonstrate their learning toward their PGP goals.	Professional Learning	08/04/2014	05/04/2015	\$0	All certified staff
Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	District Office and Principals
Teacher Log/Contact	Teachers will make weekly contacts with parents and maintain a log. Teachers are encouraged to make one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-JO, or Misconduct reports.	Parent Involvement	08/01/2014	04/29/2015	\$0	Certified Staff, Bobby Gibbs, Principal
Reducing Barriers	Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process	08/04/2014	05/15/2015	\$0	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens
Student Voice Implementation	Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and Teachers
AIMSweb Entries	Selected instructional assistants may be requested to conduct weekly progress monitor probes as deemed appropriate by the homeroom teachers.	Policy and Process	08/04/2014	05/15/2015	\$0	Homeroom Teachers
Student Portal	Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement	08/04/2014	05/15/2015	\$0	All homeroom & special needs teachers
P.A.V.E.	Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open houses, teacher conferences and through district literature.	Parent Involvement	07/01/2014	05/15/2015	\$0	Certified teachers P.A.V.E. Parent Liaison

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Web Pages	The media specialist will redesign and update teachers' classroom webpages to improve their ability to communicate school current events and school information.	Policy and Process	08/04/2014	05/15/2015	\$0	Richard Frazier BOE Jill Roaden Brenda Lawson School Tech Coordinator
Guest Speakers	Teachers will schedule community/business members to discuss/present various concepts: consumerism, occupations, leisure/hobbies to help students make real-world connections to the skills they are learning.	Community Engagement	08/04/2014	05/15/2015	\$0	Certified Teachers
Data Analysis	Prior to the first day of school teachers will have completed a classroom summary of their new class based on the annual IOWA , MAPS, STAR and/or Star Early Assessments to guide instruction and determine how to best meet student needs. Following each round of universal testing (Brigance, STAR, MAPS, STAR Early Literacy) teachers will identify students in need of additional assistance and work with support programs, resources, and colleagues to select the most appropriate type of remediation. When K-PREP results are released teachers will complete a full school analysis guided by the principal that guides the school's CSIP.	Policy and Process	07/21/2014	05/15/2015	\$0	All certified staff
Classroom Web Pages	The media specialist will re-design, improve teachers' classroom web page to more effectively communicate and feature specific grade level information: links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide update training for all teachers on how to maintain those webpages.	Community Engagement	05/01/2014	08/03/2015	\$0	All certified staff members District technology department Richard Frazier, School's Media Specialist
Open-House	The school will continue to sponsor one open-house and two teacher-parent conferences throughout the year.	Parent Involvement	07/01/2014	05/15/2015	\$0	All certified staff members
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize and meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
Teacher Log	Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts.	Parent Involvement	08/04/2014	05/15/2015	\$0	Certified staff Principal Bobby Gibbs
Peer Observed Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	District Office Staff, Principals and Peer Observers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Data Analysis	Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process	08/04/2014	04/28/2015	\$0	All certified staff, SBDM Council
Data Analysis	Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process	08/04/2014	05/15/2015	\$0	All certified staff, SBDM Council
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals and Teachers
Regular SBDM Meetings	Following each grading period the Program Review Committee will submit/present a synopsis and/or collected evidence for SBDM's approval/suggestions. SBDM will ensure the programs are being monitored for improvement and appropriate pacing.	Policy and Process	09/06/2013	05/02/2014	\$0	SBDM Council, Program Review Committee: Gibson, Carr, Moses, Hart, R. Frazier,
Vertical/Horizontal Alignment	All teachers will horizontally align the curriculum on an on-going basis as weekly lesson plans are developed during PLCs. Select teachers will also participate in the district's summer curriculum alignment to analyze and update the curriculum.	Policy and Process	05/16/2014	07/31/2015	\$0	At least one teacher from each grade level during the summer academies and all teachers during PLCs.
Screening	Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process	08/04/2014	04/29/2015	\$0	Kindergarten Teachers Lab Assistant Brenda Lawson
Interventionists	A teacher will fulfill the leading role for students in need of RTI referrals in grades K-3.	Policy and Process	08/04/2014	05/15/2015	\$0	Marie Carr
Homework	Students will be assigned grade appropriate homework as described in the SBDM Homework Policy (page 18-19).	Policy and Process	08/12/2013	05/02/2014	\$0	All homeroom teachers grades 1-6
Title I Parent Involvement Policy	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.	Policy and Process	07/26/2013	05/15/2015	\$0	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Encouragement/Motivation	Teachers will encourage daily attendance using methods described in Pleasant View's SBDM Attendance Policy.	Policy and Process	08/04/2014	04/29/2015	\$0	All staff members
Online Training	Teachers may earn up to six hours of professional development focused on areas of need through the use of Ediviation. Teachers will reflect upon selected concepts using the program's journal.	Professional Learning	08/04/2014	07/31/2015	\$0	Staff members Principal Bobby Gibbs PD Coordinator Kim Creekmore
Communications	The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process	07/14/2014	05/29/2015	\$0	Bobby Gibbs, Principal
KDE Partership	Teachers will collaborate with Carol Franks, Effectiveness Coach, in developing a plan to assess and monitor student writing.	Professional Learning	01/01/2015	02/27/2015	\$0	Bobby Gibbs, Principal Laurel Bowlin, District Writing Coach & Teachers
Data Analysis-Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
Career Day	Various occupations and careers will be represented during a career day event sponsored by the FRC. Teachers will also integrate consumerism and careers across content areas as deemed appropriate.	Career Preparation/Orientation	08/04/2014	05/15/2015	\$0	Shirley Lawson, FRC Certified Teachers
Resources	Teachers will continue to compile resources that can be easily adapted across grade levels for self and peer reflections, differentiation of instruction, formative assessments, writing prompts and graphic organizers.	Professional Learning	08/04/2014	05/15/2015	\$0	All certified teachers
Communications	The principal will utilize the district all Call method to keep parents informed of school events and deadlines.	Policy and Process	07/24/2014	04/29/2015	\$0	Bobby Gibbs, Prinicpal
High Expectations	Teachers and staff will convey high expectations to ALL students through their comments, attitudes, behaviors, tone of voice, responses, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, energy, procedures and rules.	Policy and Process	08/04/2014	05/15/2015	\$0	All staff members
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and New Teachers.
World Language	Pleasant View's S.B.D.M. Council will implement KDE's recommendations for the preparation of the World Language Program Review in 2015-2016 school year.	Policy and Process	08/04/2014	05/15/2015	\$0	Bobby Gibbs S.B.D.M. Council Certified Council

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Mentors	Teachers will be provided a list of mentoring teachers that have demonstrated a high level of skill/knowledge in various areas/programs to reduce self-learning time. Teachers will also be provided and encouraged to collaborate with district coaches to improve instruction and/or training for specific needs.	Professional Learning	08/04/2014	05/15/2015	\$0	Bobby Gibbs Kim Creekmore Heather Stewart
Reducing Barriers	Teachers will collaborate with the Family Resource Center, district personal, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process	09/01/2014	04/29/2015	\$0	Patrick Bowlin-DPP, district personnel, Shirley Lawson-FRYSC Coordinator, Donna Stephens-Comp. Care Counseling
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Through an extensive review of assessment data we will determine targeted areas of improvement. The review of data has revealed several things to us. In the area of writing we fall significantly below the district and state averages for the percent of students scoring proficient and above. In the area of math we have identified a gender gap among our students mathematic proficiency. In the area of reading we have found that we have continuously improved in the area of reading and met our delivery target this year with a score of 59.4. However, we still have 41.6 % of our students tested fall below the proficiency level. That data tells us that Science and Social Studies are significant strengths. In science 87.7% of our students scored proficient or above. In Social Studies 75% of our students scored proficient or above. The data shows us that females outperformed males in reading and social studies, however, males outperformed females in science and math. The data does not reveal a gap among genders in writing.

Review of Assessments:

Following the release of the K-Prep Assessment Results, Pleasant View staff and stakeholders analyzed and disaggregated test data on October 8, 2014 during a scheduled early release day and November 4th, a scheduled professional development day. S.B.D.M. and PTO records show members were encouraged to attend and participate in the analysis process. Following a PowerPoint briefly displaying our growth in each content area, the principal presented criteria to be used in creating content area analysis teams. Each team tried to include at least one primary teacher, one intermediate teacher, one resource teacher, one support staff member, and one community/parent member. Those remaining signed on a team based on relevance and interest. The final analysis teams were comprised of nineteen certified members and nine parent/community members. Each team was given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team completed the first round of data analysis and presented their findings to the other teams. Significant weaknesses, gaps and concerns were recorded and shared at the S.B.D.M. Council's October meeting. The next round of analysis involved a similar process, but included additional analysis and comparisons to in-house universal assessments MAPS, STAR Reading and program reviews. This data was shared with S.B.D.M. Council during the November meeting. The complete analysis is on file. The following top three content areas were extracted for the focus of improvement.

Based on the 2013-2014 K-Prep data writing, math and reading are the targeted areas for improvement.

1) Writing: Though writing improved eight points it continues to remain the top priority for this year's improvement plan with 63.7% of all students falling below the proficiency performance level. Writing has not shown a notable improvement since 2011-2012. We are yet to meet a delivery target and are currently 12.8 points away from the 2014-2015 target. Data does not reveal a gap in performance among grade levels or student gender. We fall significantly below the district and state averages for the percent of students scoring proficient and above. For the last three years over 50% of our students have fell at the apprentice performance level.

2) Math: Math is another priority need. 50.7% of all students fell below the proficient performance level with third grade's overwhelming percent of 71.1% and sixth grade 58.9%. The district's universal Fall MAPS Assessment shows this particular third grade population still lags behind the average grade level RIT score of 203. This year's third grade population entered with an average RIT score of 180.9, which falls below grade level. All K-Prep content categorical skills; operations & algebraic thinking, base ten number & operations, fractions, measurement & data and geometry are reported as in need of improvement at third grade. An overall gender gap was identified with 17% more girls than boys scoring below the proficient performance level. Pleasant View has not met their K-Prep math target since 2012-2013. A total of 16.4 points are needed to meet the 2014-2015 delivery target of 66.0. The Brigance Assessment reveals 62.2% of our kindergarten
SY 2014-2015

students entered school lacking readiness skills, which may be a contributing factor in students struggling to reach and perform at grade level.

3) Reading: Overall, reading has shown continuous improvement for the last three years on the K-Prep Assessment. This year, Pleasant View met its delivery target of 59.4 by one tenth of a point, but a total of 41.6% of students remain to score below the proficient performance level with fourth grade slightly out-performing both third and sixth grades. An overall difference in gender performance was noted that girls out-performed the boys by 13.5 %. Integration of ideas was the most common categorical skill in need of improvement. The district's universal Fall MAPS Assessment reports a below average RIT score for each of the 3-6 grade levels. The district's universal STAR Reading Assessment reports 51.4% of second graders scored at or below the grade equivalent of 1.9. At third grade 26.3% scored at or below the 1.9 grade equivalent. 34.8% of fourth graders scored at or below the grade equivalent of 2.9. At fifth grade 36.9% of students scored at or below 3.9 and sixth grade had 51.6% scoring at or below the 5.9 grade equivalent.

Science: Science was our strongest content area with an impressive 87.7% scoring proficient and above. 14.3% scored apprentice and no students performed at the novice level. Pleasant View earned the maximum points of 100. There are no gaps reported due to the criteria of at least ten students per group. All categorical content skills: physical, earth, life sciences and unifying ideas are reported to be on track based on the K-Prep results.

Social Studies: Social Studies also showed significant strength. 75% scored proficient and above. 21.9% scored at the apprentice performance level. The girl's score of 84.2% outperformed the boys' 61.5% by 22.7%. All categorical content skills: government/civics, cultures/societies, economics, geography, and historical perspectives are on track according to the K-Prep data.

Language Mechanics: Language mechanics is an area of concern, but the staff and S.B.D.M. Council agrees this area is best integrated into the priority of writing. Pleasant View has slightly over half its students (50.9%) scoring at or below the apprentice performance level, which is higher than both the state and district averages. Boys outperformed the girls at each performance level by an average of 16.0%. Our score of 59.8% earned a ranking of 471 in the state.

Review of Non-Academic Indicators

Pleasant View's overall student attendance is comparable to the district, but eight tenths below the state average of 94.6%. Our retention rate is slightly below the state average and almost 2% below the district level of 3.7%. Our free and reduced lunch average of 87.6% is 13.2% above the district's and 35.5% above the state's average of 52.1%.

Based on the 2013 TELL KY Survey, only 37.5% of teachers agreed that efforts are made to minimize the amount of routine paperwork. Only 36.0% of the teachers agree that the physical classroom environment supports teaching and learning. Less than half (48%) of the teachers agree that parents/guardians support them in a way that contributes to the success of the students.

The Missing Piece data revealed two weak areas in parent engagement: Communications and Learning Opportunities. Our performance falls at various levels within the rubric for both of these objectives. The school does not gather information through the use of surveys, provide alternative methods for conducting parent conferences, or provides a structured opportunity for parents to develop their skills to support their child's specific learning.

According to the review of the 2013-2014 Comprehensive Improvement Plan Pleasant View met or exceeded four out of five goals.

We are on track of meeting the 2017 goal of 74.5% in the average combined reading and math proficiency ratings for all students in the non-duplicated gap group. We gained 10.6 points and exceeded the annual expectation of 7.825 by 2.7 points.

We met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. A resource teacher serves as program review manager for three of the five program reviews, orchestrates Response to Intervention and special education referrals, coordinates many of the school-wide events and maintains school-wide documents. We also met the goal of increasing teacher participation to 100% in the new teacher evaluation P.G.E.S. Principal/peer observations and trainings are scheduled

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

throughout the year. Based on the program review data we also met the goal of 100% of students increasing their knowledge of Arts & Humanities, Writing, and Practical Living/Career Studies. In the Arts and Humanities area the school earned the minimum score of 8 points, placing us at the proficient performance level. The Practical Living/Career Studies also scored at the proficient performance level with a total of 9.6 points. The Writing Program Review scored 9.1 points, which is also within the proficient performance level. We need to continue to improve toward meeting our goal of increasing the average combined elementary reading and math K-Prep scores for Pleasant View students. Based on calculations we need to improve at least 7.55 points per year in order to reach our 75.2% goal in the year of 2017, which only 6.04 points were gained this year

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The most evident reason to celebrate is our school was classified as needing improvement for the past three years and now we are a high performing school!

The 2013 TELL KY Survey reveals strength in Community Support and Involvement. 100% of the responding teachers agree that parents are well informed with useful information about student learning and about what is going on at the school. It is school policy that three formal parent conferences be conducted and teachers maintain a parent contact log. Teachers contact at least one parent each day via email, phone, a note, or in person. Flyers are sent home announcing school events along with the district's All Call System. Report cards are sent home every six weeks and grades are posted on Infinite Campus available to parents with internet access. Assessment interpretation guides are sent home and also utilized during conferences to help parents understand their child's assessment results. The school communicates with parents and community through the use of the District Education Newspaper, which has a circulation of over 9,000 and through the district's radio station. Teachers send home weekly planners describing the objectives and goals for their students. The school hosts monthly PTO meetings and family reading and math nights.

Another area of strength shown by the TELL KY Survey is School Leadership. 100% of responding teachers agree the faculty and leadership have a shared vision and the school improvement team provides effective leadership in the school. The school's S.B.D.M. Council is dedicated to the success of students. They support school's efforts with their time and available resources. They work collaboratively with the principal making decisions that impact student achievement and helps create a positive school climate. They receive guidance and support from district members that provide necessary information and assistance needed to make informed decisions at the school level. Teachers also overwhelmingly agree they have instructional support and receive effective feedback that helps them improve their teaching. With the implementation of the new PGES, teachers receive a great deal of feedback that is helpful in improving instruction.

Pleasant View's most notable academic strength is science. According to the K-Prep data we scored in the top ten of the state with 100 points. Student engagement is at its highest as they learn through hands-on activities. Technology is frequently integrated into the curriculum providing students access to current research, a method for presenting and communicating their findings and also serves as a motivational tool. Students enjoy demonstrations from peers, guests and instructors. The annual science fair provides opportunity for students to share interests, test hypothesis, and demonstrate their knowledge of the scientific method. Writing to learn is a common method for our learners. Students take notes, record observations, create tables and communicate their learning through learning logs and presentations. Integration of skills across content areas strengthens the learning process and promotes content knowledge retention.

Another notable academic strength is Social Studies. Our overall score of 95.2% ranked 109 in the state. 75% of students scored proficient and above and all categorical content skills: government/civics, cultures/societies, economics, geography, and historical perspectives are on track according to the K-Prep data. Students not only learn the content, but apply it through mock elections, crafts, skits, and interviewing guest speakers. Again, technology is frequently integrated including the use of iPads, videos, software, and virtual tours. Magazines and periodicals are made available through the library supporting various topics of study.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Writing:

We fell significantly below the district and state averages for the percent of students scoring proficient and above. For the last three years over 50% of our students have fell at the apprentice performance level. 6.3% of students scored at the novice level at 5th grade and 8.8% at sixth grade. 48.8% in 5th grade fell at the apprentice level and 58.8% at sixth grade. At fifth grade, 40.6% scored proficient and above as did 32.4% of sixth grade. There were 15.4% of boys scored novice at the fifth grade level compared to 0% girls, yet boys outperformed the girls in the combined proficient distinguished performance level by 9.4% (boys 46.2%, girls 36.8%).

Though daily writing is integrated into every subject there has been little impact on student achievement for on-demand writing for the past three years. One main factor toward improvement this year is a new writing coach. She is analyzing the district and school writing requirements and closely aligning it to the Common Core. She previously made two visits to the school interviewing teachers and gathering ideas and information to help make informed decisions. We plan to collaborate with her throughout the year in designing a writing curriculum that supports the Common Core Standards and K-Prep expectations. She is scheduled to conduct on-site trainings to update teachers on new strategies and activities. Another idea for improvement is conducting school-wide writing events that mirror the K-Prep design. Writing events will take place every other month or four times per year. We plan to design grade specific analytical rubrics to evaluate the writings to expose the growth of the writer. The principal will create an evaluation schedule so teachers will be responsible for evaluating student work other than their own. Teachers will bring their findings to a teachers meeting following each event for discussion and further analysis. The district writing coach, a Kentucky Writing Project Consultant and principal will facilitate the meeting. Recommendations based on the analysis will be implemented.

Math: 50.7% of all students fell below the proficient performance level with third grade having 71.1% and sixth grade at 58.9%. The district's universal Fall MAPS Assessment shows this particular third grade population still lags behind the average grade level RIT score of 203. This year's third grade population entered with an average RIT score of 180.9, which falls below grade level. A total of 16.4 points are needed to meet the 2014-2015 delivery target of 66.0. The Brigance Assessment reveals 62.2% of our kindergarten students entered school lacking readiness skills, which may be a contributing factor in students struggling to reach and perform at grade level. Improvements will include the regular use of math software to support specific learning. Teachers will track student progress on a regular basis and make instructional decisions based on that data. Small group instruction and learning stations will become a common part of instruction so teachers can build upon individual math skills. The S.B.D.M. Council will search for grant opportunities that can provide needed resources, training or support. The district math coach will be requested to make on-site visits to demonstrate and support teacher efforts.

Reading: A total of 41.6% of students remain to score below the proficient performance level. Integration of ideas was the most common categorical skill in need of improvement. The district's universal Fall MAPS Assessment reports a below average RIT score for each of the 3-6 grade levels. The district's universal STAR Reading Assessment reports 51.4% of second graders scored at or below the grade equivalent of 1.9. At third grade 26.3% scored at or below the 1.9 grade equivalent. 34.8% of fourth graders scored at or below the grade equivalent of 2.9. At fifth grade 36.9% of students scored at or below 3.9 and sixth grade had 51.6% scoring at or below the 5.9 grade equivalent. Overall most students are reading below grade level and the number increases with each grade progression. The main element of improvement is a new text book series. Previous resources did not provide teachers the guidance needed to meet the rigor of the new standards. The district's reading coach has made several visits to our school to update and assist teachers in the textbook's implementation along with the accompanying resources. We will continue to work together to ensure validity of the program and identify ways to utilize time efficiently. We have also incorporated the Phonics Dance at grades K-1. This is a researched based approach for teaching phonics in a systematic way. We will continue to implement the Accelerated Reader Program to support differentiated instruction and promote fluency. Family reading night will continue providing families opportunity to participate in planned literacy activities together. Thanks to the refunding of a grant, our

school's Reading Recovery teacher recently completed the Comprehensive Intervention Model (CIM) training. This program serves small groups in grades K-3 and utilizes the same researched based strategies as Reading Recovery. An improvement in collaboration between our grant funded Save the Children Program and the Reading Recovery Program will result in students being served in the most appropriate intervention service.

According to the 2013 TELL KY survey only 37.5% of the responding teachers agreed that efforts were being made to reduce the amount of routine paperwork. Much of the routine paperwork has been assigned to the school's resource teacher. The principal continues to analyze the teachers' workload in attempt to improve efficiency, streamline and minimize repetitious paperwork. The survey also reveals only 35% of teachers agree they have adequate space to work productively and that the physical environment of the classrooms supports teaching and learning. This has been an area in which improvements have been impossible to make, but next year our staff and students will enjoy a new state of the art building!

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Our Comprehensive Improvement Plan was developed not only for the purpose of improvement, but a communication tool among teachers and stakeholders. We plan to integrate several program review indicators into the plan to create a more efficient way of monitoring our improvement efforts simultaneously. Writing has been a priority for the past three years and has shown little sustained growth. The Writing Program Review demonstrates students are exposed to a vast variety of writing opportunities, but the K-Prep data shows it has had limited impact on students' on-demand writing achievement .

Pleasant View's Comprehensive Improvement Plan has accomplished its overall objective by moving the school forward. Many of the current activities and strategies have proven their effectiveness and will be continued to sustain and promote future growth. Our school ranks 124th in the state with an overall score of 76.1 placing us at the distinguished performance level, however, more than one data source reveals reading and math has significant areas of concern. The implementation of a new reading series will be the primary factor for improvement. The certified staff will further analyze the math curriculum for gaps when comparing it to the Common Core Standards. Guidance will be requested from the district's math coach and outside resources will be sought to support the math curriculum. A closer look at the primary grades' curriculum and instructional methods may lead to improving students' ability to overcome their lack of readiness skills upon entry of formal education.

The Missing Piece data shows our school needs to provide more opportunities to parents to develop their skills in a way that supports their child's learning. S.B.D.M will create a policy that allows them to observe in their child's classroom. This will allow parents' visits to coincide with their child's point of academic difficulty. Surveys are also being created to determine what type of teacher facilitated workshops would be most helpful.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Bobby Gibbs, Principal

Pleasant View Teachers

Pleasant View SBDM Parent Members-Herb Petrey, Kenny Carr

21st Century Coordinator-Bobby Gibbs

Save the Children Site Coordinator-Lisa Smith

Family Resource Youth Service Center Director-Shirley Lawson

Read to Achieve Teacher-Teresa McFarland

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

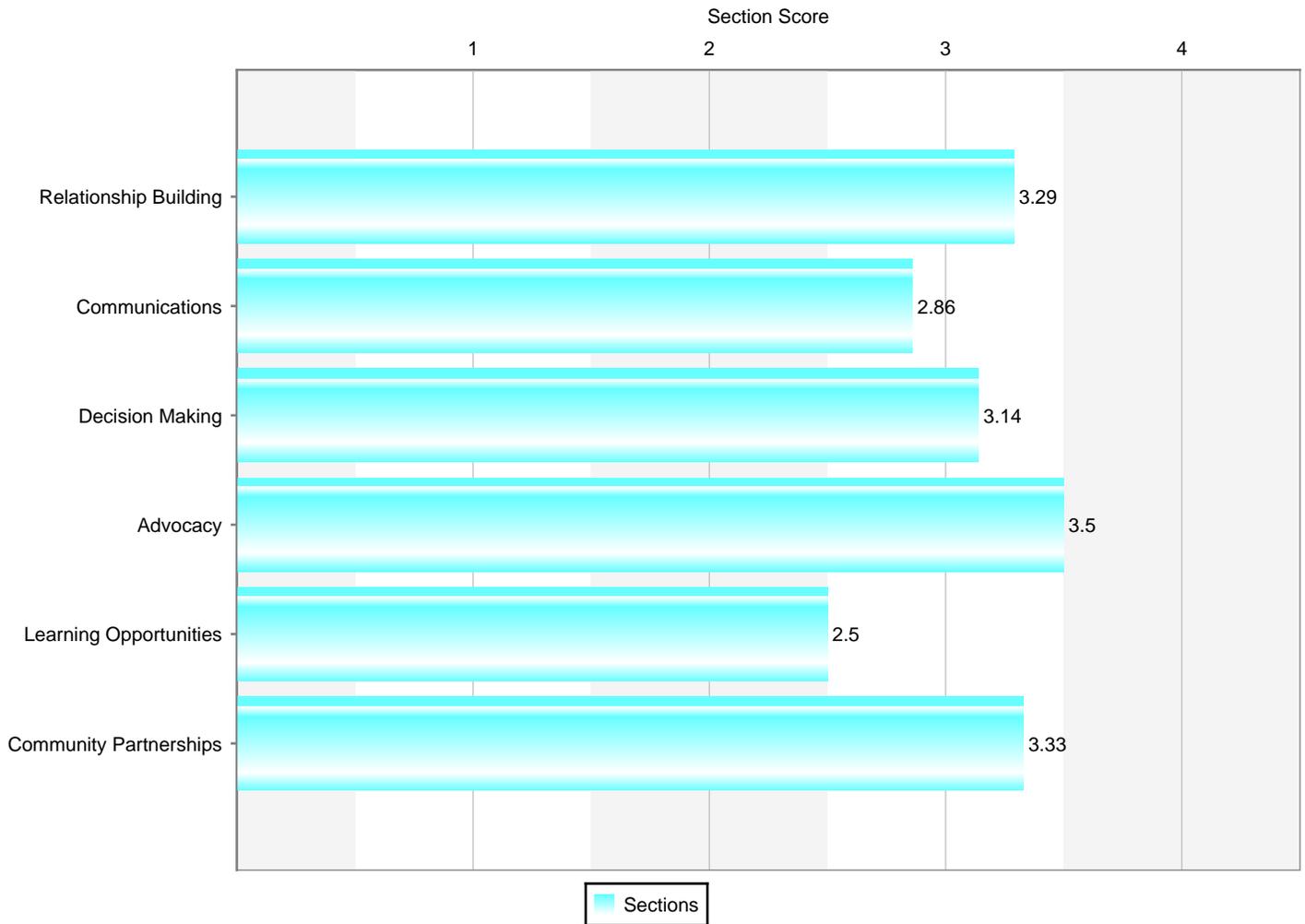
Based on the diagnostic Pleasant View's strongest standard is Advocacy. Objective 4 measures the degree we identify and support parents/caregivers who take personal responsibility for understanding and speaking for their child's learning needs. District and school procedures/policies ensure our student advocates have the necessary tools and resources to effectively address their child's needs. We provide them with a structured method for resolving complaints and discussing areas of concern. Currently, S.B.D.M. Council is reviewing policies that could be amended to better describe our student advocacy strategies.

Notable strength is shown in objectives 1: Relationship Building, 3: Decision Making and 6: Community Partnerships. Objective 1 measures the degree we build productive, personal relationships with parents. Parents acknowledge the teachers' convictions of the importance and impact of strong parent relationships and educational support. The district and school provides a systematic method for training parents and stakeholders to promote more positive and effective interactions between the school, home and community. Objective 3 measures the degree we encourage support and expect parents to be involved in school improvement. It is a top priority of Pleasant View's staff and leadership to respect value and involve parents in all aspects of student learning and school improvement. Pleasant View ranked number one in the district for the total number of parent participation and volunteer hours. Object 6 measures the degree our staff engages and partners with community members to plan and implement substantive work to improve student achievement. We share student achievement with our secured partners on a regular basis and collaborate with businesses and organizations in a variety of ways to promote student achievement. We will continue to seek assistance and focused support from our partners and expand our breadth of resources.

The two weakest standards were objectives 2: Communications and 5: Learning Opportunities. Our performance falls at various levels within the rubric for both of these objectives. Objective 2 measures the degree we communicate with our parents. The school regularly shares student achievement with parents through scheduled conferences, emails, and upon request. Parents also have access to their child's progress through Infinite Campus; however, the school does not gather information through the use of surveys nor do we provide alternative methods for conducting parent conferences. To improve our communication performance we will create a stakeholder's survey following the annual release of the K-PREP results. The data will be analyzed and used in the development of the school's Comprehensive Improvement Plan. We will also utilize a plan that encourages parent participation. Objective 5 measures the degree we ensure families have multiple learning opportunities to understand how to support their children's learning. All stakeholders engage in conversation about student achievement, but the school lacks to provide a structured opportunity for parents to develop their skills to support their child's specific learning. To improve learning opportunities for our parents the S.B.D.M. Council will create a policy that encourages and allows parents to observe in various classrooms. We will also conduct parent surveys to determine what type of teacher facilitated workshops would best help them support their child's learning.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Pleasant View utilizes numerous methods to communicate and encourage stakeholder participation and involvement in our Comprehensive Improvement Plan. Our policies, procedures, and practices reflect our belief that stakeholder support is crucial to our overall success. Our key approach to fostering parent support is the implementation of the district's P.A.V.E. Program; Parents as Volunteer Educators. It is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaisons. Cooperation among parents, teachers, community, and business partners encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Parent members accept a leading role in communicating and eliciting involvement from non-members. These members receive training from district leaders that explains their roles and responsibilities according to school, district and state guidelines. Last year Pleasant View ranked #1 in the district for the total amount of volunteer hours.

Our Site Based Decision Making Council is another process that encourages stakeholder involvement. Through the leadership of our council, parent members serve as liaisons to the community keeping them informed of opportunities and invitations to share and express their ideas for improvement throughout the year as our plan is monitored and improved. The school's process of selecting parent and teacher members to council is in accordance to KRS160.345. Parent members are selected through a process conducted and created by PTO. A letter is sent home explaining the qualifications, timeline and process details along with a nomination form. The district's all-call system is used to notify all parents that the election process is underway. PTO officers confirm eligibility and compile a list of candidates for a scheduled election. PTO designates members to count the secret ballots and members are elected by plurality. Parent council members receive training from KDE that explains their role as part of a leadership team, which includes the responsibility of monitoring and increasing student achievement. Council voted on holding monthly meetings that accommodated most employed parents. Teacher members are selected by a process developed and conducted by teachers in accordance to KRS160.345. Non-council and non-candidacy teachers conduct the election process. All teachers assigned to the building are notified of the timeline, teacher eligibility requirements and the process; nominations are gathered, confirmed and compiled into a list of candidates. During a scheduled election secret ballots are tallied under the supervision of the designated teachers. Members are selected by majority vote (one more vote than half). Teacher members receive training from KDE explaining their roles and responsibilities. Records show that council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. All S.B.D.M. Council meetings are conducted according to the Kentucky Open Meetings Law KRS 61.800- 61.850-61.991. This ensures all stakeholders are informed of opportunities to participate in the school's improvement process.

Another facet of stakeholder participation is prompted through PTO monthly meetings. Teachers and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities. Monthly newsletters are generated that contain a variety of information for parents, which is also posted within the school. Teachers send home weekly newsletters, notes, monthly calendars, and they continue to maintain a daily parent contact log.

Our Family Resource Center (FRC) serves as a school liaison. A variety of workshops are conducted for parents/guardians, which several are hosted by community volunteers and/or teachers. Home visits and phone calls are typical modes of contact, which serve as invitations to become involved in their child's school and education. FRC sponsors several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held that address numerous topics about what is

happening in the school. Many community members and business partners attend these meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

This year's S.B.D.M. Council parents are two gentlemen, both of which are bankers from two separate towns. The three teacher members hold a Rank I Certification. Our PTO president has two years of college working as a home-bound early educator for new born through preschool aged children. She has three children attending Pleasant View. The FRC Coordinator has a bachelor's degree in education and has one child attending our school. These people served in leadership roles. Resources and materials needed for the data disaggregation were compiled and through various methods of communication committees were formed based on interest and areas of expertise. SBDM records show stages of the CSIP was monitored during its development through status reports and reviews.

Records show a total of 27 parents, community members, and teachers accepted roles during various stages of the CSIP's development, which included the Needs Assessment, goals/objectives, supporting activities, and funding.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Once the CSIP received its final approval from the SBDM Council it was formally shared with its stakeholder groups. Each December the PTO president presents the plan to its members, a presentation is provided to the board of education, the FRC Coordinator shares the plan during an advisory meeting, teachers and staff are given a copy of the final draft, and a copy of the plan is maintained in the school office and library for visitors to review upon request. Though the plan may be revisited throughout the year a formal review is conducted semiannually. Progress notes and SBDM approved revisions are made directly in ASSIST and communicated to stakeholder groups.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	A comprehensive needs assessments was conducted during two early release days in October and two after school faculty meetings. SBDM minutes reflect Council's leadership and participation in the improvement process.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Research is cited in the improvement plan for the majority of activities. SBDM polices explain student support systems and efforts to protect instructional time.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	CSIP activities include a preschool transition during the month of April. Preschool staff, kindergarten teachers, Bell Whitley representatives, the principal, and parents hold a formal meeting to discuss the preparations for entering kindergarten.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Our school offers Reading Recovery for struggling first graders, CIM (Comprehensive Intervention Model) for K-3 small group instruction, RTI (Response to Intervention) for students in grades K-6 that includes weekly progress monitoring and research based interventions.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Applicants apply at the Board of Education where certifications are reviewed. Procedures are in place for applications to be requested and reviewed by the school's SBDM Council to fill teacher vacancies.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	The Education Professional Standards Board (EPSB) staff works closely with local school districts in the hiring process to ensure a properly credentialed educator in every professional position in Kentucky schools.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Financial records show Title I, Part A, monies were spent according to allowable expenditures.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Notification of Events by: All Call System Weekly Emails from Teachers" Radio Announcements District and School Web-Sites Open House Parent/Teacher Conferences Access to Infinite Campus Program Newsletters Title I Parent Involvement Policy	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Pleasant View's plan does include the ten components and provides opportunities for all children to meet Kentucky's proficient and distinguished levels of student performance.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	CIITS Resources, on-going Edviation, on-going PLC Meetings, on-going MAPS Updates TPGES, on-going Brigance Assessment Updates New Text Book Series, on-going KY Writing Project Researched Based Writing Strategies Various Trainings from the BOE	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	A complete needs assessment is conducted annually and on-going revisions are made directly in ASSIST as universal assessments and student data is collected throughout the year.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	MAPS, STAR, STAR Early Literacy Testing is completed three times a year. The results are analyzed to determine individual student needs and they are assigned to the most appropriate intervention services.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The strategies in the CSIP are cited with their supporting research.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	RTI (Response to Intervention) 21st Century Afterschool Program Save The Children in-School and After School Programming CIM (Comprehensive Intervention Model)	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Pleasant View provides homework help four days a week after school and tutoring is provided as funds are allocated.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	21st Century 4-H Whitley County Health Department Save the Children RIF (Reading is Fundamental) FRC (Family Resource Center) Bell-Whitley Head Start ERIG (Early Reading Incentive Grant)	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	We provide tutoring as funds are allocated. Family Resource Center provides extra-curricula programming during school hours. Summer school enrichment activities are offered along with various clubs and teams throughout the year; Academic Team, Sports, and Girl Scouts.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	At-risk students are monitored using the AIMSweb System. Graphs and charts are generated that display minute growth. Interventions are analyzed and appropriately revised at every fifth data point.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	All paraprofessionals apply at the board of education where certifications and qualifications are reviewed. Paraprofessionals are assigned based on student need.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Munis Reports	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The SBDM Council has a Parent Involvement Policy and a Title I Parent Policy, which is addressed in the plan.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes	Evidence of the eight components are integrated throughout the plan.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	All records of Professional Development can be found on the district's keeis ePD Program.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	An annual formal evaluation is conducted each November. On-going revisions are made directly in ASSIST as approved by the SBDM Council.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.whitley.kyschools.us/	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	All teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	The school and district provides Professional Development for staff members based upon the Comprehensive Needs Assessment.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	None of these positions are listed on the Title I Ranking Report.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	The school ensures all paraeducators are supervised by a highly qualified teacher while working with children. Daily schedules reflect clerical duties are minimal.	

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	The school ensures that para-educators are working under the direct supervision of a highly qualified teacher while working with children. Daily schedules reflect that clerical work is minimal.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Schedules of non-instructional duties for paraeducators demonstrates that clerical duties are limited.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	Schedules for para-educators reflect that non-instructional duties are limited.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size requirements without using Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Develop procedures that minimize routine, non-instructional duties for teachers to support the educational process and setting.

Measurable Objective 1:

collaborate to redistribute non-instructional & clerical duties by 08/04/2014 as measured by the 2015 TELL Survey results and/or informal teacher surveys.

Strategy1:

Planning Time - Teachers currently have common planning time, but much of that time is spent on required documentation and clerical type duties. Being exempt from such duties will allow them to focus on how to improve student achievement.

Category: Continuous Improvement

Research Cited: Research suggests that sufficient, scheduled planning time is essential for teachers sharing a common group of students (Flowers, Mertens, & Mullhall, 1999). (Kassissieh & Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson & Davis, 2000; Piccucci, Brownson, Kahlert, & Sobel, 2002).

Activity - Program Review Managers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will assign one lead teacher in each program review area to gather evidence and assist others as to how improvements can increase a performance area.	Policy and Process			08/12/2013	05/02/2014	\$0 - No Funding Required	Principal Bobby Blakley

Activity - CSIP Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will guide the staff in analyzing K-Prep data that will guide the CSIP development during Early Release Days in October.	Policy and Process			10/06/2014	11/07/2014	\$0 - No Funding Required	Bobby Gibbs Certified Staff Stakeholders

Activity - AIMSweb Entries	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected instructional assistants may be requested to conduct weekly progress monitor probes as deemed appropriate by the homeroom teachers.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Homeroom Teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will fulfill the leading role for students in need of RTI referrals in grades K-3.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Marie Carr

Activity - DEN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ideas for the District Ed News articles will be submitted to the PR Contact, which complete the process of submission to the BOE.	Community Engagement			08/04/2014	05/15/2015	\$0 - District Funding	Marie Carr BOE Debbie Frazier

Activity - Web Pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will redesign and update teachers' classroom webpages to improve their ability to communicate school current events and school information.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Richard Frazier BOE Jill Roaden Brenda Lawson School Tech Coordinator

Activity - Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided a list of mentoring teachers that have demonstrated a high level of skill/knowledge in various areas/programs to reduce self-learning time. Teachers will also be provided and encouraged to collaborate with district coaches to improve instruction and/or training for specific needs.	Professional Learning			08/04/2014	05/15/2015	\$0 - No Funding Required	Bobby Gibbs Kim Creekmore Heather Stewart

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy1:

Effective Feedback - Teachers will provide timely, effective feedback to students via verbal responses such as, written annotations,

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

conferencing, examples, and models. Opportunities for peer evaluation will also be a frequent method of feedback.

Category: Continuous Improvement

Research Cited: Kluger and DeNisi (1996) did a meta-analysis (a quantitative summary of results) of studies of feedback. Their overall finding was that the average effect of feedback intervention on performance was .41. This means that across all the studies, groups receiving feedback on average outperformed their respective control groups by .41 standard deviations—the equivalent of moving from the 50th to the 66th percentile on a standardized test.

Activity - Provide Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with timely, effective feedback that influences their academic growth.	Policy and Process			08/02/2013	05/02/2014	\$0 - No Funding Required	Certified Staff

Strategy2:

Instructional Methods - Teachers will use a variety of research-based techniques/methods in the classrooms: Anticipation guides, Peer tutoring, Choral Reading, Tracking & Recognizing Student Improvement, Graphic Organizers, Working Portfolios, Multiple Intelligences, Examples/Non-Examples, High Levels of Questioning, QAR, and Real World Applications. Instructional Practices S.B.D.M. Policy (page 8) will also provide additional effective strategies. Strategies will be documented in lesson plans and student products.

Category: Continuous Improvement

Research Cited: Reading Rockets; U.S. Department of Education, Office of Special Education Programs.

Bellamy, J. S. & Mativo, J. M. (2010). A different angle for teaching math. *Technology Teacher*, 69(7), 26-28.

Posamentier, A., Hartman, H., & Kaiser, C. (1998). *Tips for the mathematics teacher: Research based strategies to help students learn*. Thousand Oaks: Corwin Press.

Activity - Technologies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize a variety of available technology programs to support learning such as: Reading Eggs, Starfall, Earobics, Study Island, Reader Rabbit, Accelerated Reader and Spelling City.	Academic Support Program			08/04/2014	05/15/2015	\$0 - District Funding	Certified staff BOE

Strategy3:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Robinson, and Erika A. Patall. Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research* 2006, vol.76: 1-62.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy (page 18-19).	Policy and Process			08/12/2013	05/02/2014	\$0 - No Funding Required	All homeroom teachers grades 1-6

Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency (4-H) will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Education Newspaper.	Community Engagement			08/04/2014	05/15/2015	\$100 - Other	Principal Bobby Gibbs 4-H Coordinator Mr. Perry Shane Gibson PRIDE & First Priority Coordinator

Strategy4:

Collaboration - Teachers will analyze lesson content during their common planning time. As they develop lesson plans in CIITS and conduct PLCs, they will identify core standards and use supplemental materials to address any gaps in the curriculum which will result in continuous alignment .

Category: Continuous Improvement

Research Cited: The basic construct for curriculum alignment is to ensure what is tested is what is taught.

English, Fenwick & Steffy, Betty (2001) Deep Curriculum Alignment

Activity - Vertical/Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will horizontally align the curriculum on an on-going basis as weekly lesson plans are developed during PLCs. Select teachers will also participate in the district's summer curriculum alignment to analyze and update the curriculum.	Policy and Process			05/16/2014	07/31/2015	\$0 - No Funding Required	At least one teacher from each grade level during the summer academies and all teachers during PLCs.

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to compile resources that can be easily adapted across grade levels for self and peer reflections, differentiation of instruction, formative assessments, writing prompts and graphic organizers.	Professional Learning			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified staff, SBDM Council

Strategy5:

Professional Development - Teachers will continue to build professional knowledge through workshops, district trainings and peer collaboration. They will utilize the district's Keis Program to register and monitor PD courses. Requests for professional development will abide by the district's and S.B.D.M. protocol and policies.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Online Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may earn up to six hours of professional development focused on areas of need through the use of Edviation. Teachers will reflect upon selected concepts using the program's journal.	Professional Learning			08/04/2014	07/31/2015	\$0 - No Funding Required	Staff members Principal Bobby Gibbs PD Coordinator Kim Creekmore

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will schedule and facilitate a school-wide professional learning community meeting after school following each six-week grading period. Teachers will have input on the agenda and meeting minutes will reveal a variety of goals, activities, issues and accomplishments. This will strengthen the vertical continuity and alignment based on current data.	Policy and Process			09/13/2013	05/02/2014	\$0 - No Funding Required	Principal Bobby Blakley

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Effective Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will conduct an in-house training on Effective Feedback for all certified teachers. Examples of Implementation will then be shared/discussed in grade level PLC's.	Professional Learning			08/02/2013	05/02/2014	\$0 - No Funding Required	Principal Bobby Blakley

Activity - Sharing Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When teachers attend workshops they will share information with pertinent colleagues through mentoring, handouts, workshops, emails, and/or demonstrations. Teachers are responsible for showing implementation of selected strategies/methods and/or content learned in workshops along with a brief critique as to its effectiveness/usefulness.	Policy and Process			06/02/2014	07/31/2015	\$300 - School Council Funds	Teachers Principal Bobby Gibbs

Strategy6:

Kindergarten Readiness - The district, in collaboration with other local agencies, will recruit preschool aged children and provide research-based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited: 1 Olson, L. (Fall 2005). Early Childhood Education: Investing in quality makes sense. Research Points, 3(2). Washington, DC: American Educational Research Association.

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit and interact within the kindergarten classrooms before their preschool year ends. Kindergarten children will visit and interact in the first grade environment before their year ends.	Policy and Process			04/04/2014	05/02/2014	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers and Principal Bobby Blakley

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	Kindergarten Teachers Lab Assistant Brenda Lawson

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Student & Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement			04/30/2015	05/15/2015	\$100 - General Fund	Preschool staff Kindergarten teachers Principal Bobby Gibbs

Strategy7:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be taken to improve/correct the student's attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates."The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University.Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Encouragement/Motivation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will encourage daily attendance using methods described in Pleasant View's SBDM Attendance Policy.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	All staff members

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens

Activity - PTO	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will continue to fund an annual field trip to Dollywood and purchase trophies for the end of the year awards day for students who meet attendance criteria.	Community Engagement			04/30/2015	06/05/2015	\$700 - Other	PTO President, Shirley Lawson

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Grading Period Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement			09/01/2014	05/15/2015	\$400 - Other	PTO President, Shirley Lawson

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (as described in PTO's criteria) will be awarded a trophy at the end of the year.	Policy and Process			04/25/2014	05/16/2014	\$300 - General Fund \$400 - Other	PTO President, Shirley Lawson & Principal Bobby Blakley

Strategy8:

Parental Support - Through collaboration with S.B.D.M. Council and PTO, activities and events will be scheduled that reflect the parents' and student interests and needs. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

Activity - Extra-Curricular Events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, fund raisers, family reading/math nights, and science fair preparation evening.	Community Engagement			08/04/2014	05/15/2015	\$500 - Title I Part A	Certified staff Coaches Title I Director Paula Rickett P.A.V.E. members

Activity - Student Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign at least one project per semester that encourages the assistance of an adult: science fair project, holiday project, interviews, art project, drama etc.	Parent Involvement			08/12/2013	05/02/2014	\$0 - No Funding Required	Certified staff

Activity - Communications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process			07/14/2014	05/29/2015	\$0 - No Funding Required	Bobby Gibbs, Principal

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Teacher Log	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	Certified staff Principal Bobby Gibbs

Activity - Title I Parent Involvement Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Policy and Process			07/26/2013	05/15/2015	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Activity - Student Portal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	All homeroom & special needs teachers

Activity - Classroom Web Pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will re-design, improve teachers' classroom web page to more effectively communicate and feature specific grade level information: links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide update training for all teachers on how to maintain those webpages.	Community Engagement			05/01/2014	08/03/2015	\$0 - No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist

Activity - Open-House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to sponsor one open-house and two teacher-parent conferences throughout the year.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	All certified staff members

Activity - P.A.V.E.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open houses, teacher conferences and through district literature.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	Certified teachers P.A.V.E. Parent Liaison

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

All children were screened for kindergarten readiness.

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy1:

Kindergarten Readiness - The district, in collaboration with other local agencies, will recruit preschool aged children and provide research-based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited: 1 Olson, L. (Fall 2005). Early Childhood Education: Investing in quality makes sense. Research Points, 3(2). Washington, DC: American Educational Research Association.

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	Kindergarten Teachers Lab Assistant Brenda Lawson

Activity - Student & Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement			04/30/2015	05/15/2015	\$100 - General Fund	Preschool staff Kindergarten teachers Principal Bobby Gibbs

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit and interact within the kindergarten classrooms before their preschool year ends. Kindergarten children will visit and interact in the first grade environment before their year ends.	Policy and Process			04/04/2014	05/02/2014	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers and Principal Bobby Blakley

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy1:

Kindergarten Readiness - The district, in collaboration with other local agencies, will recruit preschool aged children and provide research-based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited: 1 Olson, L. (Fall 2005). Early Childhood Education: Investing in quality makes sense. Research Points, 3(2). Washington, DC: American Educational Research Association.

Activity - Student & Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement			04/30/2015	05/15/2015	\$100 - General Fund	Preschool staff Kindergarten teachers Principal Bobby Gibbs

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit and interact within the kindergarten classrooms before their preschool year ends. Kindergarten children will visit and interact in the first grade environment before their year ends.	Policy and Process			04/04/2014	05/02/2014	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers and Principal Bobby Blakley

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	Kindergarten Teachers Lab Assistant Brenda Lawson

Strategy2:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Robinson, and Erika A. Patall. Does homework improve academic achievement? A synthesis of research, 1987-2003. Review of Educational Research 2006, vol.76: 1-62.

Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency (4-H) will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Education Newspaper.	Community Engagement			08/04/2014	05/15/2015	\$100 - Other	Principal Bobby Gibbs 4-H Coordinator Mr. Perry Shane Gibson PRIDE & First Priority Coordinator

Strategy3:

Parental Support - Through collaboration with S.B.D.M. Council and PTO, activities and events will be scheduled that reflect the parents' and student interests and needs. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Student Portal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	All homeroom & special needs teachers

Activity - Title I Parent Involvement Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Policy and Process			07/26/2013	05/15/2015	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Activity - Teacher Log	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	Certified staff Principal Bobby Gibbs

Activity - Open-House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to sponsor one open-house and two teacher-parent conferences throughout the year.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	All certified staff members

Activity - Classroom Web Pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will re-design, improve teachers' classroom web page to more effectively communicate and feature specific grade level information: links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide update training for all teachers on how to maintain those webpages.	Community Engagement			05/01/2014	08/03/2015	\$0 - No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Extra-Curricular Events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, fund raisers, family reading/math nights, and science fair preparation evening.	Community Engagement			08/04/2014	05/15/2015	\$500 - Title I Part A	Certified staff Coaches Title I Director Paula Rickett P.A.V.E. members

Activity - Student Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign at least one project per semester that encourages the assistance of an adult: science fair project, holiday project, interviews, art project, drama etc.	Parent Involvement			08/12/2013	05/02/2014	\$0 - No Funding Required	Certified staff

Activity - Communications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process			07/14/2014	05/29/2015	\$0 - No Funding Required	Bobby Gibbs, Principal

Activity - P.A.V.E.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open houses, teacher conferences and through district literature.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	Certified teachers P.A.V.E. Parent Liaison

Strategy4:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be taken to improve/correct the student's attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates."The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University.Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy1:

Collaboration - Teachers will analyze lesson content during their common planning time. As they develop lesson plans in CIITS and conduct PLCs, they will identify core standards and use supplemental materials to address any gaps in the curriculum which will result in continuous alignment .

Category: Continuous Improvement

Research Cited: The basic construct for curriculum alignment is to ensure what is tested is what is taught.

English, Fenwick & Steffy, Betty (2001) Deep Curriculum Alignment

Activity - Vertical/Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will horizontally align the curriculum on an on-going basis as weekly lesson plans are developed during PLCs. Select teachers will also participate in the district's summer curriculum alignment to analyze and update the curriculum.	Policy and Process			05/16/2014	07/31/2015	\$0 - No Funding Required	At least one teacher from each grade level during the summer academies and all teachers during PLCs.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze students' applicable universal assessment results (IOWA, Brigance, STAR, MAPS) to plan, evaluate and adjust instruction. Teacher annotations and lesson plans will link the instruction to identified needs.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified staff, SBDM Council

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to compile resources that can be easily adapted across grade levels for self and peer reflections, differentiation of instruction, formative assessments, writing prompts and graphic organizers.	Professional Learning			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified teachers

Strategy2:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Robinson, and Erika A. Patall. Does homework improve academic achievement? A synthesis of research, 1987-2003. Review of Educational Research 2006, vol.76: 1-62.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy (page 18-19).	Policy and Process			08/12/2013	05/02/2014	\$0 - No Funding Required	All homeroom teachers grades 1-6

Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency (4-H) will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Education Newspaper.	Community Engagement			08/04/2014	05/15/2015	\$100 - Other	Principal Bobby Gibbs 4-H Coordinator Mr. Perry Shane Gibson PRIDE & First Priority Coordinator

Strategy3:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be taken to improve/correct the student's attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates."The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University.Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - PTO	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will continue to fund an annual field trip to Dollywood and purchase trophies for the end of the year awards day for students who meet attendance criteria.	Community Engagement			04/30/2015	06/05/2015	\$700 - Other	PTO President, Shirley Lawson

Activity - Encouragement/Motivation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will encourage daily attendance using methods described in Pleasant View's SBDM Attendance Policy.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	All staff members

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (as described in PTO's criteria) will be awarded a trophy at the end of the year.	Policy and Process			04/25/2014	05/16/2014	\$300 - General Fund \$400 - Other	PTO President, Shirley Lawson & Principal Bobby Blakley

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens

Activity - Grading Period Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement			09/01/2014	05/15/2015	\$400 - Other	PTO President, Shirley Lawson

Strategy4:

Parental Support - Through collaboration with S.B.D.M. Council and PTO, activities and events will be scheduled that reflect the parents' and student interests and needs. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools.

Boulder, CO: Westview Press.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Communications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize the district's All Call method to keep parents informed of school events and deadlines.	Policy and Process			07/14/2014	05/29/2015	\$0 - No Funding Required	Bobby Gibbs, Principal

Activity - Extra-Curricular Events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasant View will continue to provide after school sports/academic events that encourage parent involvement: plays, dances, games, academic meets, fund raisers, family reading/math nights, and science fair preparation evening.	Community Engagement			08/04/2014	05/15/2015	\$500 - Title I Part A	Certified staff Coaches Title I Director Paula Rickett P.A.V.E. members

Activity - Student Portal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post student grades on Infinite Campus to make them accessible in a timely manner for parents to follow their child's progress.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	All homeroom & special needs teachers

Activity - Teacher Log	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a log of one parent contact per day via notes, phone calls, letters, student certificates of accomplishments, stickers, behavior summary, Class Do-Jo, or misconducts.	Parent Involvement			08/04/2014	05/15/2015	\$0 - No Funding Required	Certified staff Principal Bobby Gibbs

Activity - Classroom Web Pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will re-design, improve teachers' classroom web page to more effectively communicate and feature specific grade level information: links to relevant sites, classroom accomplishments, schedules, projects etc. He will also provide update training for all teachers on how to maintain those webpages.	Community Engagement			05/01/2014	08/03/2015	\$0 - No Funding Required	All certified staff members District technology department Richard Frazier, School's Media Specialist

Activity - Open-House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to sponsor one open-house and two teacher-parent conferences throughout the year.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	All certified staff members

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - P.A.V.E.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to become a P.A.V.E. (Parents As Volunteer Educators) member during open houses, teacher conferences and through district literature.	Parent Involvement			07/01/2014	05/15/2015	\$0 - No Funding Required	Certified teachers P.A.V.E. Parent Liaison

Activity - Title I Parent Involvement Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Policy and Process			07/26/2013	05/15/2015	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Activity - Student Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign at least one project per semester that encourages the assistance of an adult: science fair project, holiday project, interviews, art project, drama etc.	Parent Involvement			08/12/2013	05/02/2014	\$0 - No Funding Required	Certified staff

Strategy5:

Professional Development - Teachers will continue to build professional knowledge through workshops, district trainings and peer collaboration. They will utilize the district's Keis Program to register and monitor PD courses. Requests for professional development will abide by the district's and S.B.D.M. protocol and policies.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Sharing Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When teachers attend workshops they will share information with pertinent colleagues through mentoring, handouts, workshops, emails, and/or demonstrations. Teachers are responsible for showing implementation of selected strategies/methods and/or content learned in workshops along with a brief critique as to its effectiveness/usefulness.	Policy and Process			06/02/2014	07/31/2015	\$300 - School Council Funds	Teachers Principal Bobby Gibbs

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Online Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may earn up to six hours of professional development focused on areas of need through the use of Edviation. Teachers will reflect upon selected concepts using the program's journal.	Professional Learning			08/04/2014	07/31/2015	\$0 - No Funding Required	Staff members Principal Bobby Gibbs PD Coordinator Kim Creekmore

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will schedule and facilitate a school-wide professional learning community meeting after school following each six-week grading period. Teachers will have input on the agenda and meeting minutes will reveal a variety of goals, activities, issues and accomplishments. This will strengthen the vertical continuity and alignment based on current data.	Policy and Process			09/13/2013	05/02/2014	\$0 - No Funding Required	Principal Bobby Blakley

Activity - Effective Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will conduct an in-house training on Effective Feedback for all certified teachers. Examples of Implementation will then be shared/discussed in grade level PLC's.	Professional Learning			08/02/2013	05/02/2014	\$0 - No Funding Required	Principal Bobby Blakley

Strategy6:

Kindergarten Readiness - The district, in collaboration with other local agencies, will recruit preschool aged children and provide research-based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited: 1 Olson, L. (Fall 2005). Early Childhood Education: Investing in quality makes sense. Research Points, 3(2). Washington, DC: American Educational Research Association.

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit and interact within the kindergarten classrooms before their preschool year ends. Kindergarten children will visit and interact in the first grade environment before their year ends.	Policy and Process			04/04/2014	05/02/2014	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers and Principal Bobby Blakley

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will screen students with the following assessments: Letter Identification, Letter Sounds, Sight-words, Number Identification, and Name Writing. Students will also be tested with the predictive assessment STAR Early Literacy and the Brigance Early Development. All screenings/assessments will be analyzed for instructional purposes and compiled for parent /transition meetings and conferences.	Policy and Process			08/04/2014	04/29/2015	\$0 - No Funding Required	Kindergarten Teachers Lab Assistant Brenda Lawson

Activity - Student & Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toward the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, handouts, expectations and discussions will be included.	Parent Involvement			04/30/2015	05/15/2015	\$100 - General Fund	Preschool staff Kindergarten teachers Principal Bobby Gibbs

Strategy7:

Instructional Methods - Teachers will use a variety of research-based techniques/methods in the classrooms: Anticipation guides, Peer tutoring, Choral Reading, Tracking & Recognizing Student Improvement, Graphic Organizers, Working Portfolios, Multiple Intelligences, Examples/Non-Examples, High Levels of Questioning, QAR, and Real World Applications. Instructional Practices S.B.D.M. Policy (page 8) will also provide additional effective strategies. Strategies will be documented in lesson plans and student products.

Category: Continuous Improvement

Research Cited: Reading Rockets; U.S. Department of Education, Office of Special Education Programs.

Bellamy, J. S. & Mativo, J. M. (2010). A different angle for teaching math. *Technology Teacher*, 69(7), 26-28.

Posamentier, A., Hartman, H., & Kaiser, C. (1998). *Tips for the mathematics teacher: Research based strategies to help students learn*. Thousand Oaks: Corwin Press.

Activity - Technologies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize a variety of available technology programs to support learning such as: Reading Eggs, Starfall, Earobics, Study Island, Reader Rabbit, Accelerated Reader and Spelling City.	Academic Support Program			08/04/2014	05/15/2015	\$0 - District Funding	Certified staff BOE

Strategy8:

Effective Feedback - Teachers will provide timely, effective feedback to students via verbal responses such as, written annotations, conferencing, examples, and models. Opportunities for peer evaluation will also be a frequent method of feedback.

Category: Continuous Improvement

Research Cited: Kluger and DeNisi (1996) did a meta-analysis (a quantitative summary of results) of studies of feedback. Their overall

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

finding was that the average effect of feedback intervention on performance was .41. This means that across all the studies, groups receiving feedback on average outperformed their respective control groups by .41 standard deviations—the equivalent of moving from the 50th to the 66th percentile on a standardized test.

Activity - Provide Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with timely, effective feedback that influences their academic growth.	Policy and Process			08/02/2013	05/02/2014	\$0 - No Funding Required	Certified Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all Pleasant View students in the non-duplicated gap group from 33% in 2012 to 66.5% % in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/06/2014 as measured by an increase in the percent of students performing at the proficient and distinguished performance levels as reported on the K-PREP Gap Report.

Strategy1:

Intervention - Teacher observations and an analysis of student formative/summative assessments will reveal students who are in need of additional academic/other support in a timely manner. Services available are described in SBDM Student Support Services Policy page 17.

Category: Learning Systems

Research Cited: Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices,

Authors | Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M.

Source | Mid-Continent Research for Education and Learning 2002

Early Childhood Interventions: Proven Results, Future Promise by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC, 2005

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the CIITS Program to develop/share lesson plans and locate resources.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified staff

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the first day of school teachers will have completed a classroom summary of their new class based on the annual IOWA , MAPS, STAR and/or Star Early Assessments to guide instruction and determine how to best meet student needs. Following each round of universal testing (Brigance, STAR, MAPS, STAR Early Literacy) teachers will identify students in need of additional assistance and work with support programs, resources, and colleagues to select the most appropriate type of remediation. When K-PREP results are released teachers will complete a full school analysis guided by the principal that guides the school's CSIP.	Policy and Process			07/21/2014	05/15/2015	\$0 - No Funding Required	All certified staff

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reflect on their instruction/content following all observations and demonstrate their learning toward their PGP goals.	Professional Learning			08/04/2014	05/04/2015	\$0 - No Funding Required	All certified staff

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated information of the resources/programs available within the school along with program/resource guidelines/criteria to help identify the most appropriate remediation services/programs for struggling students. Reading Recovery, Reading/Math Resource Teachers, Save the Children, Read Well, SRA Direct Instruction, Read to Achieve, Stepping Stones to Literacy, and Earobics are academics currently available. Counseling, FRC may also be appropriate options.	Academic Support Program			08/04/2014	04/29/2015	\$0 - District Funding	All certified staff, Title I Director Paula Rickett, BOE Support Staff, Donna Stephens Comp. Care Counselor, Shirley Lawson FRYSC

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Response to Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on the RTI Process and the new AIMSweb. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student data, a plan may be set in place to receive small group instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide decision making.	Academic Support Program			08/04/2014	07/31/2015	\$0 - District Funding	All certified staff BOE Special Education Department

Activity - Parent Resource	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will update the RTI brochure that provides information on the available intervention programs/strategies.	Parent Involvement			08/04/2014	09/01/2014	\$50 - General Fund	Marie Carr Bobby Gibbs

Activity - High Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will convey high expectations to ALL students through their comments, attitudes, behaviors, tone of voice, responses, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, energy, procedures and rules.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All staff members

Goal 3:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP)..

Strategy1:

Professional Growth and Effectiveness System - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Research Cited:

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on PGES by viewing the KY Framework for Teaching webcasts, which include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice.	Professional Learning			01/01/2014	06/30/2014	\$0 - No Funding Required	Principal

Activity - Peer Observed Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning			07/29/2014	06/01/2015	\$0 - No Funding Required	District Office Staff, Principals and Peer Observers

Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning			07/29/2014	06/30/2015	\$1000 - General Fund	District Office, Principal and Teachers

Activity - Observer Certification and Calibration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning			07/01/2014	06/30/2015	\$99 - Title II Part A	District Office and Administrators

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Strategy1:

Instructional Methods - Teachers will use a variety of research-based techniques/methods in the classrooms: Anticipation guides, Peer tutoring, Choral Reading, Tracking & Recognizing Student Improvement, Graphic Organizers, Working Portfolios, Multiple Intelligences, Examples/Non-Examples, High Levels of Questioning, QAR, and Real World Applications. Instructional Practices S.B.D.M. Policy (page 8) will also provide additional effective strategies. Strategies will be documented in lesson plans and student products.

Category: Continuous Improvement

Research Cited: Reading Rockets; U.S. Department of Education, Office of Special Education Programs.

Bellamy, J. S. & Mativo, J. M. (2010). A different angle for teaching math. *Technology Teacher*, 69(7), 26-28.

Posamentier, A., Hartman, H., & Kaiser, C. (1998). *Tips for the mathematics teacher: Research based strategies to help students learn*. Thousand Oaks: Corwin Press.

Activity - Technologies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize a variety of available technology programs to support learning such as: Reading Eggs, Starfall, Earobics, Study Island, Reader Rabbit, Accelerated Reader and Spelling City.	Academic Support Program			08/04/2014	05/15/2015	\$0 - District Funding	Certified staff BOE

Strategy2:

Attendance - If a student's attendance starts to decline, teachers or the attendance clerk will contact the parent/guardian. Based upon the findings, the appropriate steps and/or resources will be taken to improve/correct the student's attendance.

Category: Continuous Improvement

Research Cited: "Being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates." *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools* by Robert Balfanz and Vaughan Byrnes of John's Hopkins University. *Education Digest*; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center, district personnel, and school Counselors to arrange interventions for students who are identified as having attendance concerns.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	Patrick Bowlin, district personnel, Shirley Lawson FRC Coordinator, Counselor Donna Stephens

Strategy3:

Parental Support - Through collaboration with S.B.D.M. Council and PTO, activities and events will be scheduled that reflect the parents' and student interests and needs. School staff will volunteer or be assigned to coordinate such special events.

Category: Stakeholder Engagement

Research Cited: Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Title I Parent Involvement Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Policy and Process			07/26/2013	05/15/2015	\$0 - No Funding Required	Principal Bobby Gibbs S.B.D.M. Council Title I Director Paula Rickett

Goal 2:

Increase the average combined reading and math proficiency ratings for all Pleasant View students in the non-duplicated gap group from 33% in 2012 to 66.5% % in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/06/2014 as measured by an increase in the percent of students performing at the proficient and distinguished performance levels as reported on the K-PREP Gap Report.

Strategy1:

Intervention - Teacher observations and an analysis of student formative/summative assessments will reveal students who are in need of additional academic/other support in a timely manner. Services available are described in SBDM Student Support Services Policy page 17.

Category: Learning Systems

Research Cited: Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices,

Authors | Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M.

Source | Mid-Continent Research for Education and Learning 2002

Early Childhood Interventions: Proven Results, Future Promise by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC, 2005

Activity - Parent Resource	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will update the RTI brochure that provides information on the available intervention programs/strategies.	Parent Involvement			08/04/2014	09/01/2014	\$50 - General Fund	Marie Carr Bobby Gibbs

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the CIITS Program to develop/share lesson plans and locate resources.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All certified staff

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - High Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will convey high expectations to ALL students through their comments, attitudes, behaviors, tone of voice, responses, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, energy, procedures and rules.	Policy and Process			08/04/2014	05/15/2015	\$0 - No Funding Required	All staff members

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the first day of school teachers will have completed a classroom summary of their new class based on the annual IOWA , MAPS, STAR and/or Star Early Assessments to guide instruction and determine how to best meet student needs. Following each round of universal testing (Brigance, STAR, MAPS, STAR Early Literacy) teachers will identify students in need of additional assistance and work with support programs, resources, and colleagues to select the most appropriate type of remediation. When K-PREP results are released teachers will complete a full school analysis guided by the principal that guides the school's CSIP.	Policy and Process			07/21/2014	05/15/2015	\$0 - No Funding Required	All certified staff

Activity - Response to Intervention (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on the RTI Process and the new AIMSweb. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student data, a plan may be set in place to receive small group instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide decision making.	Academic Support Program			08/04/2014	07/31/2015	\$0 - District Funding	All certified staff BOE Special Education Department

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated information of the resources/programs available within the school along with program/resource guidelines/criteria to help identify the most appropriate remediation services/programs for struggling students. Reading Recovery, Reading/Math Resource Teachers, Save the Children, Read Well, SRA Direct Instruction, Read to Achieve, Stepping Stones to Literacy, and Earobics are academics currently available. Counseling, FRC may also be appropriate options.	Academic Support Program			08/04/2014	04/29/2015	\$0 - District Funding	All certified staff, Title I Director Paula Rickett, BOE Support Staff, Donna Stephens Comp. Care Counselor, Shirley Lawson FRYSC

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reflect on their instruction/content following all observations and demonstrate their learning toward their PGP goals.	Professional Learning			08/04/2014	05/04/2015	\$0 - No Funding Required	All certified staff

Goal 3:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP)..

Strategy1:

Professional Growth and Effectiveness System - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Research Cited:

Activity - Student Voice Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning			07/29/2014	06/30/2015	\$0 - No Funding Required	District Office, Principals and Teachers

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Certified Evaluation Plan Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning			08/01/2014	09/01/2014	\$0 - No Funding Required	District Office and Principals

Activity - Observer Certification and Calibration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning			07/01/2014	06/30/2015	\$99 - Title II Part A	District Office and Administrators

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on PGES by viewing the KY Framework for Teaching webcasts, which include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice.	Professional Learning			01/01/2014	06/30/2014	\$0 - No Funding Required	Principal

Activity - Peer Observed Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning			07/29/2014	06/01/2015	\$0 - No Funding Required	District Office Staff, Principals and Peer Observers

Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning			07/29/2014	06/30/2015	\$1000 - General Fund	District Office, Principal and Teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:
Increase the average combined elementary reading and math K-Prep scores for Pleasant View students from 44.0% to 72% in 2017.

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Measurable Objective 1:

demonstrate a proficiency by increasing the average of 7.55% of students scoring proficient and above in reading and math by 05/15/2015 as measured by the K-PREP Achievement Report.

Strategy1:

Professional Development - Teachers will continue to build professional knowledge through workshops, district trainings and peer collaboration. They will utilize the district's Keis Program to register and monitor PD courses. Requests for professional development will abide by the district's and S.B.D.M. protocol and policies.

Category: Professional Learning & Support

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., & Shapley, K. (March 2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Activity - Online Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may earn up to six hours of professional development focused on areas of need through the use of Ediviation. Teachers will reflect upon selected concepts using the program's journal.	Professional Learning			08/04/2014	07/31/2015	\$0 - No Funding Required	Staff members Principal Bobby Gibbs PD Coordinator Kim Creekmore

Goal 2:

Pleasant View will maintain or increase the number of program review points in Arts & Humanities (8.0), Writing, (9.1) and Practical Living/Career Studies (9.6).

Measurable Objective 1:

collaborate to integrate arts & humanities, writing, and practical living/career studies across the curriculum by 05/15/2015 as measured by 2014-2015 Program Review External Audit, KDE's Overall categorizations, and lesson plans..

Strategy1:

SBDM - SBDM will receive status reports and recommendations from Program Review Managers to use in decision making for on-going school-wide improvements.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Activity - Guest Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will schedule community/business members to discuss/present various concepts: consumerism, occupations, leisure/hobbies to help students make real-world connections to the skills they are learning.	Community Engagement			08/04/2014	05/15/2015	\$0 - No Funding Required	Certified Teachers

Activity - Regular SBDM Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following each grading period the Program Review Committee will submit/present a synopsis and/or collected evidence for SBDM's approval/suggestions. SBDM will ensure the programs are being monitored for improvement and appropriate pacing.	Policy and Process			09/06/2013	05/02/2014	\$0 - No Funding Required	SBDM Council, Program Review Committee: Gibson, Carr, Moses, Hart, R. Frazier,

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st - 6th grade students will have the opportunity to learn about other cultures during the summer sessions provided by the grant funded 21st Century Program.	Extra Curricular			08/04/2014	07/24/2015	\$3500 - Grant Funds	Century 21 Staff Bobby Gibbs, Principal

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various occupations and careers will be represented during a career day event sponsored by the FRC. Teachers will also integrate consumerism and careers across content areas as deemed appropriate.	Career Preparation/Orientation			08/04/2014	05/15/2015	\$0 - No Funding Required	Shirley Lawson, FRC Certified Teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 19, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 19, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 2014, No Changes needed	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Pleasant View Elementary School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		