2018 KDE Continuous Improvement Diagnostic_09272017_16:17

KDE Continuous Improvement Diagnostic

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/05/2018
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KDE Continuous Improvement Diagnostic

Part I

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

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

Christy Wallace, Instructional Coach Beau Johnston, Assistant Principal Sandy Crumbacker, SBDM Teacher Representative Noel Parrish, SBDM Teacher Representative Amy Fluhr, SBDM Teacher Representative

COMMENTS
Please enter your comments below.

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

The planning team identified Relationship Building, Advocacy, and Learning Opportunities as overall strengths.

COMMENTS
Please enter your comments below.

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

The planning team identified Communication, Decision Making, and Community Partnerships as critical areas for improvement.

COMMENTS
Please enter your comments below.

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

Communication: A school-wide parent survey will be given by April 30, 2018, to gather parent input about school-wide discipline, academics, and school culture. Decision Making: The planning team will develop 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. Community Partnerships: The planning team will plan an event where a team of community/business members will be invited to tour classrooms to observe personalized learning efforts.

COMMENTS
Please enter your comments below.

ATTACHMENTS

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Part II

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

According to the results of the TELL survey indicates only 55.9% staff believe teachers have an appropriate level of influence on decision making in this school. Teachers will participate in instructional decision making through weekly PLC's. Teachers will report instructional decisions made via weekly PLC Agenda/Minutes. The percent teachers who believe they have an appropriate level of influence on decision making will mirror state and district results.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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Part III

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

All staff will participate in an in-depth analysis of student performance data to determine areas of strength and needed areas of improvement. Next steps will be developed by teams of teachers across all grade-levels/areas which will be included in the CSIP. Once the draft is complete, all staff will have an opportunity to review and recommend revisions to the ABRI team. Once the revisions have been made. The ABRI team will present the CSIP to the SBDM for final approval and submission.

COMMENTS
Please enter your comments below.

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: 2019 The Needs Assessment for Schools_10172018_12:27

Phase Two: The Needs Assessment for Schools

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Beau Johnston
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The process for reviewing, analyzing, and applying data results is an ongoing process throughout the school year. Each week, PLC teams meet with Erica Harbin, Instructional Coach, to discuss team needs and data, focusing on nest steps based on informal and formal assessment results. Monthly, each grade level PLC meets with the RTI team to discuss student progress and needs, moving students between the RTI Tiers based on assessment data, teacher and teacher input The RTI team consists of the Certified Instructional Tutor, Erica Harbin, Beau Johnston (principal), Stacy Coogle (Behavioral Consultant), Mia Thomas (School Psychologist), Denise Bullock (MAF Grant), Ann Simms (Classified Instructional Tutor), and our ESS Daytime Waiver Coordinator. These RTI PLC's also look at MAP scores after each of the the three assessment windows. Monthly, Susan Robertson meets with the ABRI Committee, which is comprised of school administration and staff member from each grade level team. ABRI meets to discuss progress toward yearly goals in the targeted areas for academic growth, also analyzing MAP scores and discussing trends and needs within each grade level. These committee meetings take place on Bullitt Days and minutes are documented and available within the school google drive folder for all staff to access. Following each committee meeting, time is allotted for each committee to share out their discussion from the day to allow for questions and greater input and knowledge of each committee's actions. Each fall, the PGE leadership team (principal, instructional coach, counselor) analyze state test scores and present this information to staff. As data is available, the principal present it to the SBDM. MAP results (percentage of student on grade level, percentage of students below grade level) are presented to the council after each assessment window and state test results are presented each fall. In order to gather further stakeholder input, sessions to discuss school improvement are provided at times and locations convenient to stakeholders.

ATTACHMENTS
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Current State

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

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

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

*PGE scored 82.5 on the Proficiency Indicator compared to the benchmark set at 60.5. The district score is 68.9 and state score is 70.5. *PGE reading index = 79.3 compared to the district score of 70 and state of 71.9 *62.6% of tested kids at PGE scored proficiency/distinguished in reading, an increase from 54.8 in 16-17 *PGE Math index = 85.6 compared to the district score of 67.8 and state of 69.1 *68.2% of students scored proficient/distinguished in math up from 55.4% in 16-17 *PGE scored 69.7 on the Separate Academic Indicator compared to the benchmark set at 52.6 *PGE Science Index is 62.5 compared to the district 56 and state 58.7 *PGE scored 35.7% in proficient/distinguished in science compared to 27% district and 30.9% state *PGE Social Studies Index = 83 compared to 66.2 for the district and 72.6 for the state *PGE had 64.1% of students score proficient/distinguished in social studies while the district was 44.9% and the state scored 53% P/D *PGE writing Index = 63.5 compared to 57.3 and the state score of 63 *PGE had 42.7% Proficient/Distinguished in writing while the district and state were 33.5% and 37.5 respectively *PGE Growth Indicator = 16.5 compared to the benchmark set at 19.3 for the district and 17.1 for the state *PGE Reading Growth Index = 19.0 compared the the district score of 19.3 and state score of 19.7 *PGE Math Growth Index = 14.0 compared to the district score of 13.7 and state score of 14.5 *PGE saw a decrease in overall reading novice from 22% in 16-17 to 17% in 17-18 *PGE saw a 12% decrease in overall math novice from 22% in 16-17 to 10% in 17-18 *Non Academic Current State: Teacher attendance 92%, Behavior referrals increased from 16-17 to 17-18

ATTACHMENTS
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Priorities/Concerns

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

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

*58% of students with disabilities scored Novice in reading (20% higher then state averages and 10% higher than district) *28% of free/reduced lunch students are novice in reading, which is above the state average *6% of students with disabilities score Distinguished in reading, which is much lower than the state average *Free/Reduced students reading index = 63.5 which is much lower than the school index for reading *22.2% of 3rd graders scored novice

ATTACHMENTS

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Trends

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

*Reading novice remains below state averages and P/D is highest in a 3 year period *Math Novice remains below state averages, P/D highest in 3 year period *Writing remains constant, but the P/D writers are above district and state averages *F/R reading novice is higher than state average *F/R reading P/D is higher than state and district *F/R math significantly lower in novice than state and district, P/D higher than state and district *F/R Writing novice much higher than state and district, but slightly down from last 2 years. *F/R Writing P/D went down the last two years and remains lower than state and district *SWD reading novice risen significantly last 3 years, well above state *SWD reading P/D steadily declined - below state *SWD math novice has consistently gone down last 3 years *SWD math P/D highest in 3 year period - higher than district and state

ATTACHMENTS

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Potential Source of Problem

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

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

PGE will focus its resources and efforts on KCWP 2, ensuring that the delivery of core instruction is strong and meets the standards for each content area while ensuring that students have opportunities to actively engage in lessons.

ATTACHMENTS
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Strengths/Leverages

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

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

*62.6% of all students tested in reading are proficient/distinguished *68.2% of all students tested in math are proficient/distinguished *57.3% of 3rd graders are proficient/distinguished in reading compared to 50.8% in the district and 52.3% state *65.8% of 3rd graders are proficient/distinguished in math compared to 48.9% and 47.3% district and state respectively *63.9% of 4th graders are proficient/distinguished in reading compared to 52.3% in the district and 53.7% state *67.4% of 4th graders are proficient/distinguished in math compared to 42.3% and 47.2% district and state respectively *66.7% of 5th graders are proficient/distinguished in math compared to 57.8% in the district and 57.9% in the state *72.7% of 5th graders are proficient/distinguished in math compared to 52.5% and 52% district and state respectively

<u>ATTACHMENTS</u>
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: 2019 School Assurances_10172018_12:30

Phase Two: School Assurances

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Transition activities planned in collaboration with the preschool classroom teacher and the preschool department. Activities include transition meeting for parents, kindergarten kickoff to allow an opportunity for students/parents to meet the kindergarten staff, open house, home visits, and opportunities for kindergarten teachers to meet with the preschool teacher to share information and strategies that work with each child. Preschool staff also assist in the student assignment process as they know their students best.

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Instructional Strategies

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Title I Application

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Paraeducators

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Master Schedule	Master Schedule	11
PD Plan	PGE PD Plan	4
Paraeducator Schedule	Schedule	11

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Phase Two: 2019 School Safety Report_11132018_12:32

Phase Two: School Safety Report

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?
If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are <u>not</u> being asked to certify that here.

yes

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?
If the answer is "no," please explain below.

yes

ATTACHMENTS
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3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?
If the answer is "no," please explain below.

yes

ATTACHMENTS
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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?
If the answer is "no," please explain below.

yes

ATTACHMENTS
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5. Was the school's emergency plan reviewed at the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?
If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

yes

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

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

yes 8/7/18

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

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

yes

ATTACHMENTS
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8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

yes

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2019 Phase Three: Comprehensive Improvement Plan for Schools_12052018_10:07

Phase Three: Comprehensive Improvement Plan for Schools

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

See Attachment

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
2019 PGE Goal Builder	PGE Goal Builder	

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan

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

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy. ESSA Evidence and the Chart.

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

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

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

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1. Proficiency Goal

Goal 1 *(State your proficiency goal)*: *By 2021, Pleasant Grove Elementary will increase the combined reading and math proficiency indicator index score from 82.5% to 84% as measured by KPREP.*

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

 • KCWP 1: Design and Deploy Standards
 • KCWP 2: Design and Deliver Instruction
 • KCWP 3: Design and Deliver Assessment Literacy
 • KCWP 4: Review, Analyze and Apply Data
 • KCWP 5: Design, Align and Deliver Support
 • KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

 • KCWP1: Design and Deploy Standards Classroom Activities
 • KCWP2: Design and Deliver Instruction Classroom Activities
 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities
 • KCWP4: Review, Analyze and Apply Data Classroom Activities
 • KCWP5: Design, Align and Deliver Support Classroom Activities
 • KCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Spring 2019 Math Objective: We will increase the number of proficient/distinguished students from 68.2% to 70% as measured by KPREP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Teachers meet in collaborative teams weekly to backwards plan beginning with rigorous standards based assessments.	Faculty PLC agendas and discussions; PLC agendas and minutes; Google sheet of discussion points and vertical needs. Use of Assessment Calendar to monitor when CFA's will be administered. ILT will provide feedback to assessment to ensure rigor and congruency to standards.		0
		Teachers will participate in job-embedded PL to develop best practices of conceptual development focused on: • numeracy (k-2) • Tasks, visuals and contexts designed to support student understanding of numbers and number operations	Aligned curriculum maps/pacing guides are updated and followed by all classroom teachers. Teachers will use and document strategies learned through PL with fidelity. Monitor with Eleot Tool/Learning expectations		0

	• Instructional strategies to improve critical thinking, problem solving, and classroom discourse • The use of student-friendly learning targets aligned to each standard.	with critical feedback and monitoring data.		
KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Monitoring student progress standard by standard to collect and analyze real-time data to ensure mastery of standards.	Reflected on standards Mastery Checklist, PLC agenda/minutes reflecting discussion of student progress with standards.	0	
	Use formative and summative evidence to inform what comes next for individual students and groups of students. Teachers will use data to deliver next steps in instructions (re-teach/enrich)	PLC agendas/minutes reflecting discussion and planning for next steps in instruction based on formative and summative assessments. Teacher lesson plans.	0	
	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC agendas/minutes and discussions regarding strategies and adjustments to curriculum to re-address student needs when standards are not mastered.	0	
KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency.	Increased mastery of standard by students through data analysis completed in collaborative Team process.	0	
Objective 2 Reading Objective: We will increase the number of proficient/distinguished students from 62.6 to 64.5% as measured by KPREP.	Monitoring student progress standard by standard to collect and analyze real-time data to ensure mastery of standards.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of standards mastery checklists used at each grade level by highly qualified teachers and by the special education	0	Standards checklist within teacher assessment binder; running records; PLC agendas and minutes revised to reflect specific data discussions based on standards checklists

		department highly qualified staff as well as through the use of Eleot Tool/Learning walkthroughs.				
	Teachers will participate in job-embedded professional development in best practices of reading/writing instruction focused on: • reading/writing workshop model/Thinking Focus k-5 • Comprehension strategies through guided reading, 3-5 • Phonemic Awareness strategies, k-2 • The use of student-friendly learning targets aligned to each standard.	Eleot tool/Learning Expectations with critical feedback and monitoring data PL Plan and reflection. • How will/did this impact student learning and you professionally. Teachers will share the PL experience at designated faculty meetings.				
	Administrator will monitor curricular delivery and assessment through Eleot walkthroughs and evaluate observations.	Eleot Tool/Learning Expectations with critical feedback and monitoring data				
KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Use formative and summative evidence to inform what comes next for individual students and groups of students. Teachers will use data to deliver next steps in instructions (re-teach/enrich)	PLC agendas/minutes reflecting discussion and planning for next steps in instruction based on formative and summative assessments. Documented in Teacher lesson plans and monitored by administration and IC with critical feedback. Standards mastery checklists.			0	
	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC agendas/minutes and discussions regarding strategies and adjustments to curriculum to re-address student needs when standards are not mastered.			0	

		Teachers will reteach and reassess using high yield instructional strategies documented and monitored through teacher lesson plans and Eleot Tool/walkthrough feedback.

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): *By 2021, Pleasant Grove will increase Separate Academic Indicator index from 69.7 to 72.1 by increasing the number of students scoring proficient/distinguished in science, social studies, and writing as measured by KPREP.*

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Science Objective: By Spring 2019 we will increase the number of students scoring proficient/distinguished from 32.5% to 35% as measured by KPREP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	All grade levels will follow the district created pacing guide for Science for their grade level.	ILT will monitor teacher lesson plans providing critical feedback. Lesson plans will reflect units that are congruent to standards		0
		Ensure congruence is present between standards, learning targets, and assessment measures.	Teacher Lesson Plans, PLC agendas/minutes recording discussions about standards, learning targets, and assessment congruency. Walkthroughs will also be utilized to monitor progression.		0

		Ensure that vertical curriculum mapping is occuring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.	Monitoring of implementation through PLC/collaborative team discussion, agendas, and monitoring of 4 essential questions. Use of Bullitt Day will ensure the vertical alignment of the curriculum.	
	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Use formative and summative evidence to inform what comes next for individual students and groups of students. Teachers will use data to deliver next steps in instructions (reteach/enrich)	PLC agendas/minutes reflecting discussion and planning for next steps in instruction based on formative and summative assessments. Teacher lesson plans	0
Objective 2 Social Studies Objective: We will increase the number of students scoring proficient/distinguished from 64% to 68% as measured by KPREP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Ensure congruence is present between standards, learning targets, and assessment measures.	Teacher Lesson Plans, PLC agendas/minutes recording discussions about standards, learning targets,and assessment congruency. Monitoring of implementation through PLC/Collaborative process, agendas and monitoring of the 4 essential questions.	0
		Ensure that vertical curriculum mapping is occuring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.		
	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional	PLC agenda/minutes recording discussions regarding effectiveness	0

		adjustments are needed, and if so, what those adjustments.	of instruction and needed adjustments.	
Objective 3 Writing Objective: We will increase the number of students scoring proficient/distinguished from 42.6% to 45% as measured by KPREP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Faculty/PLC agendas and minutes; notes of staff discussions during vertical alignment sessions through vertical alignment - Pacing guides updated and followed by all teachers.	0
		Development and implementation of a systematic writing plan focusing on Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication.	Monitoring of implementation through PLC discussion, agendas and monitoring of 4 essential questions.	0
	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PLC agenda/minutes recording discussions regarding effectiveness of instruction and needed adjustments.	

3: Gap

Goal 3 (*State your Gap goal*). *By 2021, PGE will increase Proficiency for the combined reading and math gap group from 23.5 to 30.5 as reported on KPREP.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By Spring 2019 We will increase Proficiency for the combined reading and math with in the students with disabilities population from 23.52% to 40% as measured by KPREP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of standards mastery checklists used at each grade level by highly qualified teachers and by the special education department highly qualified staff	Review IEP goal alignment to standards on vertical continuum for students. Standards checklist within teacher assessment binder; running records; PLC agendas and minutes revised to reflect specific data discussions based on standards checklists PLC learning walk tool		0
		Through best practices in co-teaching, general education and special education teachers work together to ensure all students have access to high quality, grade level curriculum.	Eleot Tool/Learning emphasis placed upon SWD students in classroom. Expectations with critical feedback and monitoring data.		0
	KCWP 4: Review, Analyze and Apply Data (To ensure	Provide targeted interventions in both reading and math for lowest	PLC agendas/minutes reflecting discussion and planning for next steps in		0

core instruction is meeting the needs of all students).	performing students utilizing Evidenced-Based Interventions.	instruction based on formative and summative assessments. Teacher lesson plans based on data analysis.	0
KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of adopted standards.	PLC's/Special Ed PLC's will meet monthly with Special Education Consultant to review SPAGS data and design individual instruction that best addresses specific skill deficits in Reading/Math based on standards based gap skills.	PLC agendas and minutes recording discussions regarding best ways to meet the needs of students not showing growth.	
KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Create and monitor a "Watch List" for students performing below proficiency through the Data analysis tool with emphasis on SWD and recovery/intervention plans based upon data, development of lessons based on data analysis.	Data analysis tool emphasizing SWD students and recovery/intervention plans based upon data, development of lessons based on data analysis.	
Objective 2			

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5 *(State your Growth goal): By 2021, PGE will increase the Growth indicator index from 16.5 to 20.5 as measured by KPREP.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By Spring 2019, PGE will decrease the number of students scoring novice/apprentice in reading from 37.4% to 27% as measured by KPREP	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of standards mastery checklists used at each grade level by highly qualified teachers and by the special education department highly qualified staff.	Eleot Tool/Walkthrough with critical feedback and monitoring data. Standards checklist within teacher assessment binder; running records; PLC agendas and minutes revised to reflect specific data discussions based on standards checklists		0
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Faculty PLC agendas and minutes; notes of staff discussions during vertical alignment sessions		0

	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Name and claim "bubble" students who are on the cusp of achieving at a higher level. Each teacher will claim students in their classroom who they feel can be bumped. A tracking measure (i.e. growth meter) will be used to monitor progress.	Tracking measure used by teacher (i.e. growth meter)	0
Objective 2 By Spring 2019, PGE will decrease the number of students scoring novice/apprentice in math from 31.8% to 24% as measured by KPREP	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of standards mastery checklists used at each grade level by highly qualified teachers and by the special education department highly qualified staff.	Eleot Tool/Walkthrough with critical feedback and monitoring data. Standards checklist within teacher assessment binder; running records; PLC agendas and minutes revised to reflect specific data discussions based on standards checklists	0
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Parent learning sessions will coordinate efforts between the school, FRC, and state and grant funds to teach parents methods for working with their children at home.	Faculty PLC agendas and minutes; notes of staff discussions during vertical alignment sessions	0
	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Name and claim "bubble" students who are on the cusp of achieving at a higher level. Each teacher will claim students in their classroom who they feel can be bumped. A	Tracking measure used by teacher (i.e. growth meter)	0

	tracking measure (i.e. growth meter) will be used to monitor progress.	

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): *By 2021, Pleasant Grove will increase the percentage of students who are meeting middle school readiness benchmarks in reading and math by 20% from 20% to 40% as measured by MAP.*

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By the Spring of 2019, we will Increase the percentage of students meeting or exceeding middle school readiness benchmark in reading from 49% to 75% as measured by MAP.	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards?	Compass Learning for all students to differentiate individual instruction based on MAP RIT; Lexia for tiered students.	Use of MAP/Lexia reports; PLC agenda and minutes		
		Extended School Services (ESS) taught by highly qualified teachers to target individual students performing at the Apprentice Level.	ESS progress reports; MAP data; pre-assessment data		
	KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Teachers will create Individual Proficiency Plans for students falling in the 50th-60th percentile based on MAP data. Personalized plans will focus on skill gaps identified through MAP profile reports.	Proficiency Plan Template		0
Objective 2 By Spring of 2019 we will increase the percentage of students meeting or exceeding middle school readiness benchmark in math	KCWP 2: Design and Deliver Instruction: To ensure processes are in place for Tier I instruction and assessments to meet the intent of the adopted standards?	Compass Learning for all students to differentiate individual instruction based on MAP RIT; Lexia for tiered students.	Use of MAP/Lexia reports; PLC agenda and minutes		

from 21% to 70% as measured by MAP.		
	Extended School Services (ESS) taught by highly qualified teachers to target individual students performing at the Apprentice Level.	ESS progress reports; MAP data; pre-assessment data
KCWP 4: Review, Analyze and Apply Data (To ensure core instruction is meeting the needs of all students).	Utilize MAP learning continuum to address gaps in student progress.	ESS progress reports; MAP data

7: Other (optional)

Goal 7 (*State your goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

2019 Phase Three: Closing the Achievement Gap Diagnostic_12052018_10:01

Phase Three: Closing the Achievement Gap Diagnostic

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 01/03/2019
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

See Attachment

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Pleasant Grove Elementary has identified 2 GAP groups: 1. Free/Reduced Population 2. Students With Disabilities KPREP data indicates significant achievement gaps in reading and Math with both identified GAP groups. PGE has an inclusive culture for all students based on equity and what individual students need to be successful.

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

Pleasant Grove Elementary continues to experience an achievement gap with both our Free and Reduced population as well as students with disabilities. The SWD population at PGE scoring novice in reading on KPREP is 58% compared to 48% in the district and 38% by the state. F/R population is slightly better than the district at 28% scoring novice compared to 30%, however slightly worse than the state at 26%. In math, the F/R population at PGE has 15% of students scoring novice compared to 27% and 24% respectively by the district and state. SWD also fared much better in math compared to the district and state norms. At PGE SWD scoring novice is 32% compared to 46% and 39% by the district and state.

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

Trend data suggests that PGE is reducing Novice for free and reduce populations. PGE has remained almost the same with students with disabilities in regard to Novice reduction, although we are below the district and state averages in students with disabilities scoring Novice on KPREP. Our goal for the SWD population is to decrease the number of students from scoring novice (according to KPREP) from 40% to 23.52% in the area of reading.

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

Our Free and Reduced and students with special needs has lacked progression in the area of Math and Reading.

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

Teachers will participate in job-embedded professional development in best practices of conceptual development focused on: numeracy (grades K-2) Tasks, visuals and contexts designed to support student understanding of numbers and number operations Instructional strategies to improve critical thinking, problem solving, and classroom discourse. The use of student-friendly learning targets aligned to each standard. PD will be provided through the use of book studies, Peer Coaching/Modeling, Co-Teaching/Planning with Instructional Coach and Math Intervention Teacher.

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

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

The significant number of students performing below grade level indicates some gaps in core instruction in the areas of reading and math. This has been our main focus during our Bullitt Day work. We have looked at essential standards and teaching to mastery rather than coverage. Teachers will ensure that each student reaches mastery on the standards that they have deemed essential. We will also work on our vertical alignment of the essential standards. We must ensure that the teachers understand the connection between each of the grade levels. We will continue to utilize our Bullitt Days to continue this work.

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

Vertical teams will meet on Bullitt Days and designated faculty meetings to review aligned pacing guides and determine needed adjustments. Solution Tree (Rebecca Nicolas) will provide PLC/ Collaborative Teams Training for Administrator, instructional coach and select teacher facilitators (Keeton, Chadwell, Thomas, Rakes, Parrish, Miller) to ensure that the PLC process is teacher-led, data driven and student centered. The Artisan Teacher by the Mike Rutherford Group Eleot Tool/ Walk-through Feedback tool Teachers will participate job-embedded professional development in best practices of reading/writing instruction focused on: reading/writing workshop model/Thinking Focus, K-5 Comprehension strategies through guided reading, 3-5 Phonemic Awareness Strategies, K-2 The use of student-friendly learning targets aligned to each standard. PD will be provided through the use of book studies, Peer Coaching/Modeling, Co-Teaching/Planning with Instructional Coach. Classroom teachers will collaborate with Instructional Tutors to plan/deliver extra guided reading instruction for high apprentice students in Grades 3-5. The focus will be building comprehension and responding to texts through writing. K-2 Classroom teachers will collaborate with Instructional Tutors to plan/deliver phonemic awareness lessons for students who have gaps according to the PASS assessment.Teachers will participate job-embedded professional development in best practices of conceptual development focused on: numeracy (grades K-2) Tasks, visuals and contexts designed to support student understanding of numbers and number operations Instructional strategies to improve critical thinking, problem solving, and classroom discourse The use of student-friendly learning targets aligned to each standard. PD will be provided through the use of book studies, Peer Coaching/Modeling, Co-Teaching/Planning with Instructional Coach and Math Intervention Teacher. Classroom teachers will collaborate with Instructional Tutors to plan/deliver extra guided reading instruction for high apprentice students in Grades 3-5. The focus will be on critical thinking and problem solving. We currently have four staff members trained in the Bellarmine Literacy Project (Johnston, Harbin, Borgelt, Stansbury). Teacher participation will be encouraged and professional development will be awarded for this project participation.

III. Planning the Work

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

See Attachment

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

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

See Attachment

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Gap Group Identification	Gap Numbers	I
PD Plan	PD plan for PGE	II.E
PGE Measurable GAP Goals	PGE Measurable GAP Goals	III

Phase Three: Executive Summary for Schools

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/23/2018
Status: Locked

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Phase Three: Executive Summary for Schools

Description of the School

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

Pleasant Grove Elementary is home to 589 students Preschool through 5th grade. We are located in Bullitt County, Kentucky. The Bullitt County School District includes 13 elementary schools, 6 middle schools, 3 high schools, the Bullitt Alternative Center, Riverview Opportunity Center, the Bullitt County Area Technology Center, and Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. Pleasant Grove is under new administration and as a result of a redistricting plan from the previous year, they will no longer have an assistant principal. They have a new Instructional Coach as well as turning over 15% of the certified staff. We have tremendous community support and parent involvements. We have logged over 10,000 volunteer hours each of the past 5 years. We currently have 589 students enrolled in our school with 25% being classified as Free/Reduced, 13% have been identified has having a disability, and 14% have been identified as gifted/talented.

ATTACHMENTS

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

School's Purpose

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

The PGE mission is to "Inspire Inspire Tomorrow's Leaders Everyday" with the 3 core beliefs to Be Respectful, Responsible, and Safe. We achieve this by having an experienced professional staff and strong parental support helps to create a warm and caring environment that meets the academic, social, and emotional needs of each student. PGE staff is dedicated to nurturing independent, literate, and innovative thinkers who will become responsible, successful participants in twenty-first century society. We follow the rigorous Kentucky Core Academic Standards as we partner with parents, students, and the community to prepare our students for their college/career goals. Pleasant Grove Elementary Staff takes pride in providing a comprehensive, equitable educational program for all students. Our instructional program provides opportunities to develop each child's emotional and physical skills, visual and performing arts skills, as well as his or her academic abilities. Students of all abilities, interests, and learning styles experience a rigorous curriculum presented through a variety of evidence-based instructional methods. Our vision at PGE is that "High Expectations + Strong Relationships = Success For All". We do this by creating a culture where risk-tasking is welcomed and we create a rigorous curriculum based on the common core standards.

ATTACHMENTS

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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.

PGES has a long tradition of student achievement according to past State Assessment scores. More recently, our school earned a classification of "Other" on the 2017 KPREP Assessment. Areas of improvement include both GAP and Growth components. Our SWD population is scoring 20% below district and state norms in reading with respect to KPREP and MAP data as well as 15% below district and state norms in math. We believe using assessment data to drive instruction will help us provide needed supports so that each child shows progress with his/her learning. Through best practices in co-teaching, general education and special education teachers work together to ensure all students have access to high quality, grade level curriculum. We are currently utilizing our Bullitt Days to create essential standards for mastery to track every student. We will drill down to learning targets for each of those essential standards and track for each student. With our vertical alignment that we are creating we will be able to ensure students have the skills needed before moving onto the next grade level.

ATTACHMENTS
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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 Grove Elementary continuously strives to meet the academic, social, and emotional needs of each student by providing a safe, caring, learning environment. Our expectation is that every child can learn at high levels and we work to ensure individual student success.

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Three: Executive Summary for Schools

Pleasant Grove Elementary School
Beau Johnston
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/23/2018
Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Pleasant Grove Elementary is home to 589 students Preschool through 5th grade. We are located in Bullitt County, Kentucky. The Bullitt County School District includes 13 elementary schools, 6 middle schools, 3 high schools, the Bullitt Alternative Center, Riverview Opportunity Center, the Bullitt County Area Technology Center, and Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. Pleasant Grove is under new administration and as a result of a redistricting plan from the previous year, they will no longer have an assistant principal. They have a new Instructional Coach as well as turning over 15% of the certified staff. We have tremendous community support and parent involvements. We have logged over 10,000 volunteer hours each of the past 5 years. We currently have 589 students enrolled in our school with 25% being classified as Free/Reduced, 13% have been identified has having a disability, and 14% have been identified as gifted/talented.

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School's Purpose

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

The PGE mission is to "Inspire Inspire Tomorrow's Leaders Everyday" with the 3 core beliefs to Be Respectful, Responsible, and Safe. We achieve this by having an experienced professional staff and strong parental support helps to create a warm and caring environment that meets the academic, social, and emotional needs of each student. PGE staff is dedicated to nurturing independent, literate, and innovative thinkers who will become responsible, successful participants in twenty-first century society. We follow the rigorous Kentucky Core Academic Standards as we partner with parents, students, and the community to prepare our students for their college/career goals. Pleasant Grove Elementary Staff takes pride in providing a comprehensive, equitable educational program for all students. Our instructional program provides opportunities to develop each child's emotional and physical skills, visual and performing arts skills, as well as his or her academic abilities. Students of all abilities, interests, and learning styles experience a rigorous curriculum presented through a variety of evidence-based instructional methods. Our vision at PGE is that "High Expectations + Strong Relationships = Success For All". We do this by creating a culture where risk-tasking is welcomed and we create a rigorous curriculum based on the common core standards.

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