



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_09252023\_14:10

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Pleasant Grove Elementary School**  
**Dionna Bickley**  
6415 Hwy 44 E  
Mount Washington, Kentucky, 40047  
United States of America

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## **2023-2024 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.

Dionna Bickley

September 29, 2023



2023-2024 Phase One: Executive Summary for  
Schools\_09202023\_13:33

2023-2024 Phase One: Executive Summary for Schools

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## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

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

Pleasant Grove Elementary is home to 639 students in preschool through 5th grade. We are located in Mt. Washington, 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, Bullitt Virtual Learning Academy, and the Bullitt Advanced Math and Science (BAMS) Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. The administration team consisting of Principal, Assistant Principal, are in their second year of service at this school. There is tremendous community support and parental involvement. We consistently log over 10,000 volunteer hours each year (pre-pandemic). 13% of the PGE population is considered to be students with disabilities, 22.8% of our students are considered economically disadvantaged, and 10.5% are in the primary talent pool.

### School Stakeholders

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

PGE stakeholder groups are our students, families, staff, and community members. Our SBDM committee is comprised of 3 parents (1 minority member) and 3 teachers. This committee reviews each phase of the CSIP after the PGE SBDM committees work on the various phases. Staff members make up the SBDM committees. The committee members review state assessment data and school data to create goals for the reading, math, science, social studies, and writing. Once those goals are created the committee works on creating a plan to make continuous improvements.

Beginning in the fall of the 2023-2024 school year PGE is implementing a Student Advisory group that will eventually review data to determine school needs from a student perspective.

### School's Purpose

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

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The PGE mission is to "Inspire Tomorrow's Leaders Everyday" with the three core beliefs to Be Respectful, Responsible, and Safe. We achieve this by having an experienced professional staff and strong parental support to help to create a warm and caring environment that meets the academic, social, and emotional needs of each and every 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 and 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, 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-taking is welcomed and we create a rigorous curriculum based on the common core standards. Our goal is to revisit and revise, if necessary, our school mission and vision as a community in the next year in order to determine whether it still represents the hopes and dreams of our stakeholders for our students.

#### 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.

PGE has a long tradition of student achievement according to past State Assessment Scores. Areas of improvement include both our GAP populations including special education and economically disadvantaged students as well as Growth components. We believe using assessment data to drive instruction will help us provide needed support so that each child shows progress towards mastery with his/her learning. Through best practices in co-teaching, general education and special education teachers work collaboratively to ensure all students have access to high quality, grade level curriculum. We are currently utilizing our Bullitt days to target essential standards to track every student's level of mastery. We will drill down to learning targets for each of those essential standards and track for each student. With our vertical alignment and committee work, we will be able to ensure students have the skills needed before moving onto the next grade level.

Areas of focus for the current school year include student engagement, implementation of strategies that support the district graduate profile, and continued SEL strategies and instruction. Our administrative team is providing ongoing professional learning in each of these areas, and we are working to support and monitor implementation throughout the year. We believe that growth in these areas will provide evidence of a positive impact on climate and students' learning within our school.



### Additional Information

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

We are currently in the process of identifying benefits that our stakeholders expect from the "school experience" at Pleasant Grove and collecting evidence towards the meeting of these expectations. Some areas we are currently working on are providing great training and support in order to increase teacher effectiveness, providing opportunities for students to do relevant, interesting, and meaningful work, and supporting the social and emotional health of our students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_09252023\_14:09

2023-2024 Phase One: School Safety Report

**Pleasant Grove Elementary School**  
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6415 Hwy 44 E  
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## 2023-2024 Phase One: School Safety Report School Safety Report

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

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

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

### Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes

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

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

Yes

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

Yes

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

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

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for  
Schools\_10242023\_15:33

2023-2024 Phase Two: The Needs Assessment for Schools

**Pleasant Grove Elementary School**  
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## 2023-24 Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

#### Protocol

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

**The process for reviewing, analyzing, and applying data results is an ongoing process throughout the school year. Each week, PLC teams meet with the administrative team, instructional coach, special education teachers who serve that grade and grade level members to discuss team needs and data, focusing on next steps based on informal and formal assessments results. Monthly, each grade level PLC meets with the MTSS team to discuss student progress and needs, moving students between the MTSS tiers based on assessment data and teacher input. The MTSS team consists of the certified instructional tutor, principal, instructional coach, special education instructional coach, school psychologist, BLIP grant position, ESS daytime waiver coordinator and the classified instructional assistants. The MTSS members and PLC teams look at all common formative assessment data, state assessment scores if available, Predictive Assessment data, as well as teacher anecdotal notes every meeting. SBDM Committees meet monthly during the second faculty meeting of the month; minutes are documented**

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**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 analyzes state test scores, presents this information to staff, and provides time for staff to analyze for next steps. As data is available, the principal presents it to the SBDM committee.**

### Review of Previous Plan

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

PLC's met regularly to analyze student data in order to plan instruction, reteaching, intervention, and enrichment activities. WIN time was intentionally scheduled to allow for Tier 3 instruction for students who needed it and support staff were assigned to teachers at this time to instruct small groups based on student need. Standards mastery was monitored through various methods in order to track student progress. PGE exceeded last year's CSIP math goal on the state assessment by .3%, however, reading proficiency decreased by 2.8%. The data shows that we are on track to exceed our math goal by 2026, however, we are well below where we need to be in order to meet our reading goal by 2026.

Our special education team worked to revise schedules throughout the school year to ensure that special education students' needs were met. Due to population changes, we did not have sufficient numbers to report progress towards this goal. We will continue to work towards the previously set goal this school year.

Our school administered ODW practice prompts a minimum of 3 times per grade level during the 2022-2023 school year. We developed a formal writing committee to vertically aligned goals for schoolwide writing improvement. All grade levels used the four square writing planning tool and the WWW strategy. While we did complete some ODW live scoring sessions, we did not complete them quarterly for 3-5. Our proficiency on the state assessment exceeded our goal of 63% by 1.1%.

### Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.

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

See PGE Needs Assessment attachment at bottom

#### Current State

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

#### **Example of Current Academic State:**

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

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

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See PGE Needs Assessment attachment at bottom

#### Priorities/Concerns

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

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

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

See PGE Needs Assessment attachment at bottom

#### Strengths/Leverages

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

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

See PGE Needs Assessment attachment at bottom

### Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

- b. Upload your completed template in the attachment area directly below.

### **ATTACHMENTS**

#### **Attachment Name**

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 2023 PGE Key Elements Chart




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

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

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

See Attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2023 PGE Key Elements Chart</u>	KCWP	• 7
 <u>2023-2024 PGE Key Elements Chart</u>	Key Core Work Process Documentation	•
 <u>PGE Needs Assessment</u>	Data Over Time	•

Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>            What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> <li>-Pacing guides for elementary in google curriculum drive</li> <li>-Essential Standards working document</li> <li>-ODW K-5 vertical alignment housed in MasteryConnect</li> <li>-Instructional Process focused PLC Agendas</li> <li>-Proficiency Data Protocol document</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b>            What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the school?</p>	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-Structured Literacy Walkthroughs</li> <li>-Instructional Process focused PLC Agendas</li> <li>-Instructional Coaching cycles (special education, digital learning, and reg. education)</li> <li>-Coaching and Feedback Walkthrough documentation</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>            What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> <li>-iReady Assessment (3xs year)</li> <li>-Fastbridge Diagnostic (4xs year)</li> <li>-PLC Question #2</li> <li>-Instructional Process PLC Agenda (on-going documentation of the instructional process)</li> <li>-ODW District Assessment</li> <li>-Early Literacy Assessment Protocol</li> <li>-Proficiency Data Protocol document</li> </ul>
<p><b>KCWP 4: Review, Analyze and Apply Data</b>            What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> <li>-Monthly Committee Meetings</li> <li>-PLC Check-Ins</li> <li>-ILT Meetings (weekly)</li> <li>-MTSS meetings</li> <li>-Reading Improvement Plan Meetings</li> <li>-PGE PDSAs focused on Instructional Process and Workshop model</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p>	<ul style="list-style-type: none"> <li>-PBIS is in all schools-tiered fidelity report</li> <li>-PBIS meetings monthly</li> </ul>



Key Elements of the Teaching and Learning Environment

<p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> <li>-Work Ethic Certification</li> <li>-MTSS meetings (every 6 weeks)</li> <li>-Instructional Process focused PLC Agenda</li> <li>-Weekly ILT Meetings</li> <li>-Reading Improvement Plans</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>          What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> <li>-Vision/mission and Core Values at the district level</li> <li>-PBIS Agendas from monthly team meetings</li> <li>-Implementation of a Student Advisory Committee</li> <li>-SEL Lesson plans</li> <li>-SEL Walkthrough data</li> </ul>



Academic Data	KSA 2022-2023	Predictive Assessment, Fall 2022	KSA 2021-2022
Elementary Reading (all students)		39.9% N	24% N
Elementary Math (all students)		31% N	28% N
Elementary Writing (all students)			15% N
Elementary Science (all students)			14% N
PGE Reading	13% N	41% N (1-2), 35% N (3-5)	12.1% N
PGE Math	13% N	24.1% N (1-2), 12.2% N (3-5)	8.1% N
PGE Writing			
PGE Science			
Students w/Disabilities Reading (elementary)		58% N	46% N
Students w/Disabilities Math (elementary)		41.5% N	56% N
Students w/Disabilities Writing (elementary)			46% N
Students w/Disabilities Science (elementary)			36% N
Students w/Disabilities Social Studies (elementary)			43% N
PGE SMD Reading	32% N	70.9% N (1-2), 49.1% N (3-5)	34.1% N
PGE SMD Math	37% N	62.4% N (1-2), 61.1% N (3-5)	48.8% N
PGE SMD Writing			69.2% N
PGE SMD Science			88.3% N
Economically Disadvantaged Reading (elementary)		49.1% N	31% N
Economically Disadvantaged Math (elementary)		40.1% N	39% N
Economically Disadvantaged Writing (elementary)			20% N
Economically Disadvantaged Science (elementary)			18% N
Economically Disadvantaged Social Studies (elementary)			61% N
PGE Economically Disadvantaged Reading	21% N	49.7% N (1-2), 38.3% N (3-5)	
PGE Economically Disadvantaged Math	25% N	26.6% N (1-2), 25.1% N (3-5)	
PGE Economically Disadvantaged Writing			
PGE Economically Disadvantaged Science			
PGE Economically Disadvantaged Social Studies			

CASE Data Spring 2022

K-PREP 2020-2021

CASE Data, Spring 2021

K-PREP 2018-2019

26.9% N

30.6% N

26.9% N

46.1% Novice and Apprentice

23.8% N

28.7% N

23.8% N

55.9% Novice and Apprentice

7.4% N

7.4% N

[REDACTED]

59.4% Novice and Apprentice

17.1% N

17.1% N

[REDACTED]

70.6% Novice and Apprentice

17.8% N (42)

19.7% N

13.1% N

47.2% Novice and Apprentice

11.3% N (12)

15.1% N

9% N

48.2% Novice and Apprentice

[REDACTED]

6% N

[REDACTED]

48% Novice and Apprentice

[REDACTED]

5.9% N

[REDACTED]

62.8% Novice and Apprentice

K-PREP 2020-2021

CASE Data, Spring 2021

K-PREP 2018-2019

41.4% N

48.7% N

41.4% N

41.5% Novice

43.1% N

46.9% N

43.1% N

44.2% Novice

31.4% N

31.4% N

[REDACTED]

58.1% Novice

20.7% N

20.7% N

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

53.8% N

31.7% N

38.7% N

34.6% N

24.5% N

35.5% N

42.8% N

[REDACTED]

60% N

9% N

[REDACTED]

23.1% N

K-PREP 2020-2021

CASE Data, Spring 2021

K-PREP 2018-2019

34.4% N

39.4% N

34.4% N

55.4% Novice/Apprentice

30.9% N

38.1% N

30.9% N

66.3% Novice/Apprentice

10.1% N

10.1% N

[REDACTED]

68.0% Novice/Apprentice

22.1% N

22.1% N

[REDACTED]

81.4% Novice/Apprentice

[REDACTED]

[REDACTED]

[REDACTED]

53.8% N

22.9% N

43.1% Novice/Apprentice

17.8% N

15.6% N

46.9% Novice/Apprentice

11.5% N

[REDACTED]

42.4% Novice/Apprentice

4.1% N

[REDACTED]

57.9% Novice/Apprentice



Academic Data	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
<p>Increase in P/D in Science, Social Studies and Writing.</p> <p>Elementary level</p>	<p>Increase in P/D in Reading, Math and Science on KSA. Instruction in Social Studies must meet how it is assessed through critical thinking.</p>	<p>Writing P/D increased across all elementary and novice decreased</p>	<p>None noted</p>	<p>Increase in P/D in reading and decreases in novice in reading; increase in writing for students scoring P/D; increase in students scoring P/D in science and a decrease in novice</p>	
<p>PGE</p>	<p>PGE exceeded last year's CSDE reading goal on the state assessment by 2.5% and met math proficiency by 9.5%, barely missing our goal. While we did not meet our goal to decrease the amount of students scoring at novice in math, we did decrease the amount of students scoring at novice in reading and math goals for proficiency.</p> <p>Students scoring P/D in Reading among all students (6.8%) is 10.8% higher than district average for students scoring P/D.</p> <p>Students scoring P/D in Math among all students (6.2%) is 8.5% higher than district percentage of students scoring P/D.</p> <p>Students scoring P/D in Science among all students (9.8%) is 18.3% higher than the district percentage of students scoring P/D.</p> <p>Students scoring P/D in Social Studies among all students (4.7%) is 10.7% higher than the district percentage of students scoring P/D.</p>	<p>None noted</p>	<p>Small increases in P/D from KPREP 18-19 to Fall CASE 2020 for students with disabilities in reading and math</p>	<p>Transition ready rate increased for students with disabilities</p>	
<p>Students w/ Disabilities</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>	
<p>PGE SWD</p>	<p>In both reading and reading SWD scoring P/D are higher than the district percentage (89.57% higher Math 5.9% higher)</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>	



2023-2024 Phase Two: School Assurances\_10262023\_10:15

2023-2024 Phase Two: School Assurances

**Pleasant Grove Elementary School**  
**Dionna Bickley**  
6415 Hwy 44 E  
Mount Washington, Kentucky, 40047  
United States of America

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2023-24 Phase Two: School Assurances

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## 2023-24 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

Yes

No

N/A

#### COMMENTS

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

Yes

No

N/A

#### COMMENTS

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Title I Schoolwide Programs

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

Yes

No

N/A

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

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**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes



No

N/A

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement  
Plan\_11132023\_16:58

2023-2024 Phase Three: Comprehensive School Improvement Plan

**Pleasant Grove Elementary School**  
**Dionna Bickley**  
6415 Hwy 44 E  
Mount Washington, Kentucky, 40047  
United States of America

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## 2023-24 Phase Three: Comprehensive School Improvement Plan

### Rationale

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

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

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

### Operational Definitions

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

**Objective:** Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

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KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

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

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

#### Requirements for Building an Improvement Plan

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

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

#### Using the Comprehensive School Improvement Plan Template

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


a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

- b. Upload your completed template in the attachment area directly below.

### **ATTACHMENTS**

#### **Attachment Name**

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 23-24 PGE Comprehensive School Improvement Plan (CSIP)


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

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

This year, we have revised our plan of action to address the needs of our economically disadvantaged students, who have been identified as a gap group across all content areas. To provide targeted learning for these students based on their assessment results, we have implemented iReady MyPath in the areas of math and reading. This program utilizes data from iReady and Fastbridge to inform instruction and intervention strategies. Additionally, we have assigned two certified interventionists to work with our Tier 3 students.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>23-24 PGE Comprehensive School Improvement Plan (CSIP)</u>	Action Plan	

## Comprehensive School Improvement Plan (CSIP)

### Rationale


School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. No separate Schoolwide Program Plan is required.

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

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety


### The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate




**BULLITT COUNTY PUBLIC SCHOOLS**  
INSTRUCTIONAL VISION

OUR MISSION IS TO PROVIDE THE BEST EDUCATIONAL EXPERIENCES FOR ALL STUDENTS.




**AUTHENTIC LEARNING EXPERIENCES**

Academic Standards + Graduate Profile Competencies  
Authentic Learning Experiences  
Experiences are a balance of traditional, transitional, AND transformational




**STUDENT VOICE AND AGENCY**

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.




**COMMUNITY PARTNERSHIPS**

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.



**DEMONSTRATIONS OF LEARNING**

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.



**AUTHENTIC ASSESSMENTS**

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

<https://docs.google.com/document/d/1redaAcLyqCtCMQuYJTWY70CKA4DnHh9AfmR8lKXzOp/edit>

1/4

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	83.2	Blue	0.5	Green
State Assessment Results in science, social studies and writing	84.7	Blue	6.3	Green
English Learner Progress	Suppressed	Suppressed	Suppressed	Suppressed
Quality of School Climate and Safety	84.9	Blue	2.6	Green
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i></p>				
<p><b>Processes, Practices, or Conditions to be Addressed from Key Elements Template: <i>(this comes from Phase II School Key Elements Table)</i></b>                      List two or three of the processes/practices or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template</p>				
<p><b>1. Economically Disadvantaged</b>  <b>2. Students with Disability</b>  <b>3. Reading and Math</b></p>				
<p><b>KCWP 2- Design and Deliver Instruction</b>  <b>KCWP 4- Review, Analyze, and Apply Data</b>  <b>KCWP 6- Establishing Learning Culture and Environment</b></p>				

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 <i>(drop down menu - maximum of 3 KEMPS)</i>	Plan/Do <i>(for IS) schools this should be evidence-based practices for subgroup documented on IS Evidence-Based Practices Table below)</i>	Study & Act <i>(Select a data source, write noticings and next steps; Document date of review) Please progress monitor a minimum of 2 times per academic year.</i>	Funding <i>(Select fund and then enter amount)</i>
Reading	63.0%	67.4%	70.8%	2 Design and Deliver Instr. 4 Review, Analyze, Apply 6 Establish Learning Envir.	Teachers will ensure that all students meet required i-Ready minutes/lessons on a weekly basis Teachers will analyze CFA data during PLC time monthly- intentionally focused on Economically Disadvantaged Reading Interventionist will utilize UFLI with Tier 3 students in grades 3-5 and K-2 teachers will utilize UFLI for all students Grade level teams will analyze reading assessment data for economically disadvantaged students using the Proficiency Protocol.	iReady Noticings: Action: Date: Winter/Spring 2024 Common Assessment Noticings: Action: Date: Winter/Spring 2024	ESSERF Staffing 1-Certified Teacher: \$45,983.77 (Aug-Dec.) 1-Retired Certified Teacher: \$44,000.00 (Oct-May) <b>Grant F...</b> RDIF Mini Reading Grant: \$40,000 ESS Fun... 1 Classified Tutor: \$13,832.86 ESS Fun... 4 Certified Teachers for After School Tutoring: \$1,807.46
Math	64.0%	66.5%	70.0%				
Achievement Gap <b>Reading</b> Econo...	48%	62.9%	66.8%				
Science	48%	57.6%	62.1%		Teachers will analyze ODW Data as a PLC and create next steps for writing instruction. The Writing Committee will continue to use data from ODW to create a school wide plan. The Science Committee will analyze the resources that grade levels are utilizing to determine usefulness.	ODW Data (Live Scoring, etc.) Noticings: Action: Date: Winter/Spring 2024 Common Assessment Noticings: Action: Date: Winter/Spring 2024	
Social Studies	64%	68.7%	72%				
Writing	62%	64.9%	68.6%				

Updated June 2023

English Learner Progress						<p><b>-ELS-</b>          Noticings:          Action:          Date:</p> <p><b>-ELS-</b>          Noticings:          Action:          Date:</p>	
Quality of School Climate and Safety	82.3%	85%	87%		Targeted daily SEL instruction using Character, Strong and Second Steps curriculum	<p><b>Student Voice (Surveys, etc)</b>          Noticings:          Action:          Date:</p> <p><b>Empathy Interviews</b>          Noticings:          Action:          Date:</p>	