PLEASANT VIEW ELEMENTARY SCHOOL

9101 West River Road

Yorktown, Indiana

SCHOOL IMPROVEMENT PLAN

PL 221 (Improvement), PL 109 (Reading), and HB 1419 (Discipline)

2018-2019

Pleasant View Elementary, in partnership with families and the community, facilitates a safe, secure environment that promotes academic, emotional, physical and social growth for all children to become lifelong learners.

Accessibility of Plan: Superintendent's Office, PVE Main Office, and

the PVE Webpage at **www.yorktown.k12.in.us**

Updated May, 2018

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I.   PROFILE

SCHOOL DISTRICT NARRATIVE DESCRIPTION

The Yorktown Community School (YCS) district is located in Delaware County, which is in east central Indiana. The school corporation is made up of four schools, Yorktown High School, Yorktown Middle School, Yorktown Elementary School, and Pleasant View Elementary School. All of the Yorktown Community Schools are located on a campus area bordered by State Road 32, Tiger Drive, and County Road 50 South.

Yorktown High School serves grades nine, ten, eleven, and twelve. Students matriculate primarily from Yorktown Middle School (grades six, seven, and eight); however, each year, a small portion of the freshman class is made up of students who attended either Heritage Hall Christian School (K-12), or St. Mary's School (K-8) both of which are located in Muncie, Indiana.

Pleasant View Elementary serves grades kindergarten, first, and second and is the primary school that feeds into Yorktown Elementary which houses third, fourth, and fifth grades. Students at Yorktown Elementary School matriculate into Yorktown Middle School.

DEMOGRAPHICS

Yorktown is a town in Mount Pleasant Township of Delaware County. As of the Census of 2010, there were about 9,405 people, 3,648 households, and 2,726 families residing in the town.   The racial makeup of Yorktown was 95.3% White, 1.6% African American, 0.2% Native American, 1.5% Asian, 0.4% from other races, and 1.0% from two or more races. Hispanic or Latino of any race were 1.3% of the population.

There were 3,648 households of which 34.6% had children under the age of 18 living with them, 59.9% were married couples living together, 10.9% had a female householder with no husband present, 3.9% had a male householder with no wife present, and 25.3% were non-families. 21.2% of all households were made up of individuals and 9.9% had someone living alone who was 65 years of age or older. The average household size was 2.55 and the average family size was 2.95.

 The median age in the town was 41.2 years. 25.7% of residents were under the age of 18; 6.6% were between the ages of 18 and 24; 22.9% were from 25 to 44; 27.7% were from 45 to 64; and 17% were 65 years of age or older. The gender makeup of the town was 47.5% male and 52.5% female.

 The town of Yorktown has received many grants over the years that have been used to support its development. Grant monies have been used for projects involving the parks, utilities, walking/bicycle trails and downtown revitalization. A complete reconfiguration and repaving of the main thoroughfare through town was recently completed. The town manager hopes all the recent revitalization will bring new businesses and families to Yorktown

YORKTOWN COMMUNITY SCHOOL CORPORATION OVERVIEW

The Yorktown Community Schools currently educates nearly 2,586 students in grades Kindergarten through twelve. The 2016-2017 school year, YCS had a population of nearly 2,534 students, and during the previous year (2015-2016), there were approximately 2,463 students.

The total enrollment at YCS also includes a number of transfer tuition students. Nearly 12% of the current district enrollment is derived from this particular group of students. Historically, each school within the district has accepted transfer tuition students and currently has transfer students enrolled. These students live in adjacent school corporations and are either driven by their parents to Yorktown each day for school or, if licensed, drive themselves. Transfer tuition acceptance is based upon the applicant meeting the district's policy requirements as well as considerations for class sizes and the corporation's financial standing.

The student population is made up of the following ethnic groups: Caucasian (86%), Asian (2.2%), African American (4.3%), American Indian (0.3%), Multiracial (4.5%), and Hispanic (2.7%). There is also a small population throughout the district (.9%) of students who are English Language Learners.

Approximately 11.1% of the students enrolled in the district receive special education support services. The Yorktown Community School Corporation partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office. The school corporation does offer extended services for a small number of students in the district to attend alternate educational institutions that better meet their least restrictive environments (LRE), such as Muncie Community Schools and the Indiana School for the Blind.

In addition to special education services, there are several other academic programs and offerings available for students. Response to Instruction (RtI), a remediation program, and high ability services are available for any K-12 student who qualifies. Title I remediation services are also available for elementary students (K-2 and 3-5). The middle school offers based on pre-requisites being met Algebra I, Geometry and Biology which are high school level courses. At the high school level, flex credit, dual enrollment, and Advanced Placement (AP) courses are offered. They also have a vocational education program as well as a foreign exchange student program. Academic extracurricular activities and clubs are also provided by each school for their students.

Nearly 31.1% of the YCS student population participates in the free lunch program while 6.9% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

YCS continues to have a steady attendance rate of 96.3%. The graduation rate for the Yorktown Community Schools is 98.1% and remains well above the graduation rate for the state which is 89.1% for the 2015-2016 school year data by the Indiana Department of Education.

During the 2012-2013 school year, YCS received nation-wide attention because Yorktown High School was named a National Blue Ribbon School by the United States Department of Education. YHS received this distinguished award for their academic excellence and for being among the state's highest performing schools.

For additional corporation data and information, please visit the DOE Compass on the Indiana Department of Education's website at http://www.doe.in.gov/. Click on "Data" and then click on "Compass: School and Corporation Data" once here type in "Yorktown Community Schools

DISTRICT STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office or by reviewing an individual school's Staffing Overview located in the school's improvement plan.

Administration and Central Office Support Staff

 In addition to the YCS superintendent, the administrative team is made up of an Education Initiatives Director, four principals (one to oversee each building), four assistants/dean of students: dean of students at Pleasant View Elementary (K-2), a dean of students at Yorktown Elementary School (3-5) a middle school assistant principal of students (who also serves as the middle school athletic director), a high school assistant principal and a high school athletic director. Furthermore there is: the Director of Student Services, the Director of Maintenance, the Director of Food Services, and the Director of Transportation.

The administrative team includes the central office support staff, many of whom are housed in the district's central office. This group works alongside the administrative team to ensure things run smoothly. The Central Office Support Staff team is headed by a district Administrative Assistant, who also serves as the Secretary to the School Board; the Treasurer, Deputy Treasurer, and Accounts Payable/Grant Administrator, who oversee a majority of the financial operations; and a special education secretary (who is housed at YMS).   Additional district employees on the support staff team oversee their areas of specialty: a certified school nurse, a school psychologist, a technology integration specialist, PowerSchool administrator/data analyst, a network administrator and a technology support specialist.

Teaching/Certified Staff

Approximately 130 certified staff members teach a variety of academic subjects and liberal arts courses. Each of the thirteen licensed special education staff members (1 behavior consultant (services some students still as well), 2 full-time speech pathologists, 1 part-time speech pathologist, 7 special education teachers, and 2 self-contained Functional Academics teachers) works in partnership with classroom teachers to ensure students' individual needs are being met within their specific learning environments. Five district wide guidance counselors advise and monitor students at each level.

Forty-seven support staff members serve as head secretaries, administrative assistants, treasurers, school nurses, elementary counselors, and paraprofessionals. Working directly with students, paraprofessionals provide remediation and interventions, special education support, physical fitness and wellness education, library lessons, and computer lab assistance.

Maintenance, Transportation, and Food Services

Another facet of Yorktown's staffing includes: Maintenance--buildings are secure and operating efficiently; Transportation--students are brought to and from school and other events safely; and Food Services—students and staff are served nutritious breakfasts and healthy choice lunch options. The chart below provides a staffing breakdown for each of these departments.

Maintenance		Transportation		Food Services	
23.5	Avg. Number of	23.5	Avg. Number of Employees	24	Avg. Number of Employees
1	Director of Maintenance	1	Transportation Coordinator	1	Director of Food Services
.5	Shard sec. w/trans.			1	Part-time secretary
1	Skilled Maintenance		(also a Shuttle Driver and	4	Food Service Managers
1	Groundskeeper			23	Food Service Employees
3	Head Custodians	.5	Shared sec. w/main.		
4	Day Shift Custodians	1	Driver Trainer/Shuttle or Sub		(includes head cooks,
8	2nd Shift Custodians				bakers, kitchen assistants,
		1	Mechanic/Shuttle or Sub		and cashiers)
2	3rd Shift Custodians			4	Cafeteria Monitors/Aides
		12	Elementary Route Drivers	26	Part-time Employees
	1 – Full-time	11	Secondary Route Drivers	3	Substitutes
3	Part-time Custodians	2	Double Route Drivers		
		4	Special Needs Bus Drivers		
	2 – 2nd Shift	4	Special Needs Bus Aides		
2	Part-time Summer Helpers	7	Substitute Drivers		
		3	Special Needs Bus Sub Aides		

LOCAL INSIGHTS

This school improvement plan was developed according to data analyzed from the following sources: NWEA, aimsweb, and other informal assessments.

PLEASANT VIEW ELEMENTARY SCHOOL OVERVIEW

Pleasant View Elementary (PVE) currently houses and educates approximately 613 students and continues to have a steady attendance rate of 96.2%. Throughout the 2016-2017 school year, PVE had a population of nearly 581 students. The population at PVE is also made up of transfer tuition students. Nearly 8.7% of the lower elementary enrollment is derived from this particular group of students. Transfer tuition students live in adjacent school corporations and are driven by their parents to Yorktown each day so they can attend school.

The student population is made up of the following ethnic groups: Caucasian (88.9%), Asian (2.7%), African American (4.6%), Multiracial (7.3%), and Hispanic (1.0%). The percentage of English Language Learners (EL) at PVE is 2.9%.

Approximately 14.5% of the students enrolled receive special education support services. Yorktown Community Schools partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office.

Nearly 30.3% of the student population participates in the free lunch program while 7.5% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

For additional school data and information, please visit the DOE Compass on the Indiana Department of Education's website at http://www.doe.in.gov/. Click on "Hot Topics" and then click on "Accountability."

PLEASANT VIEW ELEMENTARY SCHOOL STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office.

Administration

There are two administrators on staff, one principal and one dean of students.

Teaching/Certified

There are approximately thirty-two (32) certified employees on staff. Twenty-six (26) teachers provide classroom instruction on the core academic subjects. There are two licensed special educators (1 special education teacher and 2 speech pathologists) who work in partnership with classroom teachers to ensure students' individual learning needs are met. PVE also has a literacy specialist and a school counselor.

Since PVE and Yorktown High School are in close proximity, the speech pathologist is shared.

Support/Non-Certified

Twenty (20) support personnel are on staff. There is one head secretary/treasurer, an attendance secretary, and a school nurse available to oversee the students' health needs. The

other support staff members serve as paraprofessionals who work directly with students. They provide remediation, educational interventions, library lessons and activities, physical fitness and wellness education, computer lab assistance, and special education support.

Food Services

The Food Services staff includes one cafeteria manager, one lunchroom monitor, and five other personnel who serve as head cook, baker, cashier, or kitchen assistants.

Maintenance

The Maintenance Department is made up of two full-time employees and one part-time employee. (one full-time day shift custodian and one full-time second shift custodian and one part-time second shift custodian).

DISTRICT-WIDE STATE AND FEDERAL ACCOUNTABILITY MANDATES

Current accountability mandates are from the State of Indiana (PL 221), the federal government (No Child Left Behind), the College Board (YHS only), and the Indiana High School Athletic Association (YHS only). Both the state and federal government place an expectation on schools to document and demonstrate specific adequate yearly progress (AYP) through cohort group progress and individual student progress. College Board requires high schools to complete corresponding course audits for any classes listed on high school transcripts as "Advanced Placement" (AP). The IHSAA sets accountability with respect to the academic eligibility of student athletes as well as the athletic program itself being offered at each high school.

DISTRICT-WIDE STATE ASSESSMENT MANDATES

Pleasant View Elementary – In response to PL 109 which was created to ensure that all students can read proficiently at the end of grade three, PVE voluntarily participates in administering the NWEA, Aimsweb, and running records.

Yorktown Elementary – Students at YES participate in ISTEP+ testing (or IMAST per an IEP) as mandated by the State of Indiana. Third graders at YES also take the IREAD-3 assessment as mandated by PL 109.

Yorktown Middle School – Students at YMS participate in ISTEP+ testing (or IMAST per an IEP) as mandated by the State of Indiana. Those students enrolled in an Algebra 1, Biology 1, or English 10 course will also participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana.

Yorktown High School – Students at YHS participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana. English 10 students also participate in the English 10 Acuity (predictive) program. Any student enrolled in an Advanced Placement (AP) course will participate in AP

testing which has been mandated by YHS. All students in grades 9-11 will take the PSAT which is also a matter of school-wide practice.

STATUTES AND RULES

At this point, NO school in the Yorktown Community School Corporation wishes to have any statutes or rules suspended from operation.

CURRICULUM

Pleasant View Elementary has been able to maintain a strong diversified curriculum for kindergarten, first, and second grade students. In addition to delivering a core curriculum comprised of the Indiana Academic Standards (K-2) in the areas of language arts, math, social studies, and science, Pleasant View Elementary provides computer education, art education, physical wellness, social and emotional wellness, and library services which are all offered during students' special area time. Furthermore, high ability programming, special education services, and response to intervention services are provided.

Curriculum is located in the principal's office, individual classrooms, and online for review. In support of our efforts to cover the Indiana Academic Standards, and maximize instruction; Pleasant View takes advantage of a myriad of professional development and follows the guidelines specified with textbook adoption. The adoption cycle is as follows: language arts, social studies, math, science/heath, miscellaneous, and reading.

Students are offered educational programs and opportunities that further enhance the curriculum. Examples of these include: field trips, Student of the Month, technology opportunities, community speakers, and convocations. Such opportunities allow for expansion of current curriculum guidelines. Grants, parental support, and PTO funds help offset the cost of these programs.

Pleasant View Elementary also thrives with technology. Our students (K-2) have a minimum of 2:1 iPads ratio in each classroom. In 2017-18, seven (7) classrooms are 1:1 iPads. Digital curriculum development and implementation has been in place since the 2011-2012 school year.   All students have daily access to iPad(s) in their classroom along with Smart Boards for more interactive lessons. Pleasant View also has 2 computer labs where classrooms access Starfall and Learning.com.

Pleasant View Elementary offers services for special education students in the Resource/Title I room where they receive instruction and support from a special education teacher. Students needing speech assistance receive services in the Speech/Language room from a licensed speech teacher. Using, best practice, Tier 2 reading students receive reading remediation services from licensed classroom teachers using Leveled Reading Interventions, Phonics Zoo, Words Their Way, PALS, Orton-Gillingham, Read-Live, Phonemic Awareness for Young Children (PAYC), Florida Center for Reading Research (FCRR), Hearbuilder, Freereading.com, and Talkies. Tier 3 students receive assistance using the SPIRE, SRA Reading Mastery, and Sound Sensible programs. Students in need of intervention are identified through Aimsweb, running records, PAST, CORE, and testing data based upon their grade level.

Data meetings are held monthly that involve the school Data Team and the school psychologist. These meetings track and discuss student progress/performance, discuss programming changes, and ensure that students are progressing toward their goal. The results are then shared with the Pleasant View staff.

In addition, Pleasant View Elementary offers a physical health and wellness curriculum. As part of the physical health curriculum, students receive PE instruction for one 30 minute period per week, participate with the Sport Wall during lunch, and participate in a school-wide Field Day as the yearly culminating activity.

Pleasant View Elementary students are afforded a Fine Arts education program with instruction in both music and art. The art program teaches students how to use their creative abilities. This is channeled into the many art projects students complete and display during the year.

LIBRARY

The Pleasant View Elementary Library is a full-service library that employs a full time library paraprofessional. The library has a wide selection of books, and DVD's, for the faculty and students to utilize. Our library programming and curriculum involves basic research skills and how to utilize all aspects of the library for our students. Library is a weekly special for students, which provides a time to check out books, focus on library skills, and reinforce reading standards that are being taught in the classroom.   The library has a computerized circulation system, and Destiny. Our library paraprofessional also puts on the Scholastic Book Fair two times per year and utilizes the profits to continue to add to the library along with other funding sources. The library budget easily allows for the $8.00 per pupil expenditure as mandated by the Department of Education. A book room was installed in the library to give staff access to leveled readers for reading remediation.

TECHNOLOGY

Pleasant View Elementary not only has a strong technology program and a robust technology plan, but it also has an incredible infrastructure in which to support it all. The growing educational needs from staff, students, and community demand it.

An intricate cross-platform network, which is comprised of the Windows operating system as well as Apple, has been installed in order to provide students with access to technology. All computers, laptops, and iPads have access to the Internet and a centralized file storage system. Due to the age group, all internet access is closely monitored by teachers and the safety programs which are already installed. Pleasant View Elementary has two computer labs. There are computers in the library and the instructional Resource/Title I room.

Pleasant View Elementary is growing with technology, which provides many opportunities for students and staff. Digital curriculum development and implementation has been in place since the 2011-2012 school year with the introduction of iPads and continues to grow.   All students in grades kindergarten through second grades have daily access to iPads in their classrooms along with Smart Boards for

interactive lessons and activities. Classrooms will continue to receive more iPads as funding becomes available. Currently, all grade level classrooms are equipped with a 2:1 ratio of iPads to students. The Special Education and Speech/Language rooms have 4 iPads each. Students use the iPads to practice skills (enrichment and remediation), create projects, and communicate with others. As part of an iPad initiative, each classroom teacher has received an Apple Air Book to be used in conjunction with the iPads. It is our intent to continue increasing the number of devices in each classroom as funding allows. Technology is used as a learning tool to enhance and extend the curriculum. Our learning management system, Canvas is used for learning both school and at home such as during digital learning days.

All office and support staff have access to a computer as well. The main office utilizes a corporation-wide database program to manage student information. Since 2005, our corporation has utilized PowerSchool for this purpose. PowerSchool's PowerGrade is also used by classroom teachers as their grade book program. In addition, email is used as the primary method of communication among staff at the present time. The library aide also uses technology through a computerized circulation and card catalog system, Destiny.

The ongoing need for training and professional development in the area of technology is a priority at Pleasant View Elementary. Additional teacher training will take place to prepare for our schoolwide 1:1 ipad initiative that will begin in 2019-2020.

Goals:

1. Continue to integrate technology into daily lessons and activities to enhance learning.
2. Continue to increase the number of devices in each classroom.

Number/Distribution of Devices

1. 12/13 iPad minimum in each grade level classroom
2. 7 classrooms of 1:1 (K, 1, 2)
3. Special Education & Speech/Language rooms 4 iPads each

PARENT INVOLMENT

Pleasant View Elementary strives to maximize parental participation by involving parents into many school activities and functions. Pleasant View Elementary and Yorktown Elementary have an active parent/teacher organization, which services both buildings. The purpose of the PTO is to raise money to help with the education of the students, provide help to the school administration and teachers, and most importantly; facilitate the involvement of parent in the elementary schools. Monies raised by the PTO are used to help with the cost of field trips and convocations. Additional money is allocated to each teacher to help with the cost of classroom materials. A small number of parents and teachers, an average of 10, attend meetings and make the decisions for the organization. A high percentage, 75%, is involved with fundraising events or activities throughout the year. Annual fund raising activities throughout the year include Spirit Wear and the carnival and parent activity outings.   The PTO is also

involved in hosting several events such as the Teacher Appreciation Luncheon, Open House, Grandparent's Night, Father Daughter Dance, Mom and Son Bowling, and the Spring Carnival.

PARTNERSHIPS

Several local organizations offer support through various programs. Many, including Ball Corporation, The Community Foundation, Purdue Extension, and Ball State University, offer grants, gifts, and student incentives to support our academic goals. In return, our students at Pleasant View Elementary are very generous in their local support for local causes and organizations. Students have raised money and goods by wearing hats, pajama days, Movie Nights, and collecting food donations. They primarily help Riley Children's Hospital, Christmas organizations, Muncie Mission, and local food pantries. We also have a partnership with Ball State University (Dr. Bottomingly and Dr. Nicole Martin)

SCHOOL SAFETY

Pleasant View Elementary strives to keep student safety a priority. We have taken many steps and measures to keep safety and student discipline at the forefront of what we do. We have a Safe School Committee and an Emergency Response Team. These groups are made up of key school employees like the principal, certified personnel, non-certified staff members, and the school nurse. The principal is also a licensed School Safety Specialist. Many of our staff members have been trained in CPR and AED usage. As mandated by the state, we conduct safety drills for fire, tornado, and manmade disasters. Our maintenance and custodial staff make improvements and repairs after routine inspections warrant such needs. All exterior doors are secured after the start of the school day, and signs are posted notifying visitors of entry through the front doors/main entrances only. All visitor entrances are secured with a buzzer system, which also includes video surveillance. Individuals are only allowed entry into the building after visual confirmation is made by a school employee. All visitors are required to sign-in and sign-out through the school's main office and wear identification badges while in the building. Cameras are strategically placed throughout the inside and outside of each school building to monitor safety including around entrances, exits, and parking lots.

DATA COLLECTION ASSESSMENT INSTRUMENTS

The instruments listed below are used to gather student data which help drive instruction, decision-making, and school improvement at Pleasant View Elementary.

Formal Assessment Instruments:

- CogAt (kindergarten & 2nd grade for HA placement)
- NWEA (grades K-2)
- Aimsweb
- PAST
- CORE

Informal Assessment Instruments:

- o Curriculum tests and assessment tools including: Leveled Readers, Running Records, Words Their Way, Accelerated Reader, weekly and daily skills tests, SRA Reading Mastery, Sound Sensible, SPIRE, Moby Max
- o Teacher made rubrics for assignments
- o Indiana Academic Standards Checklists (grades K-2 monitoring tools)
- o Attendance Rates

Community Data

- o Yorktown Town Manager
- o Delaware County Assessor's Office

II. STATEMENT OF MISSION AND CORE BELIEFS

YORKTOWN COMMUNITY SCHOOLS CORE BELIEFS

1. Students will learn and perform best when stakeholders maintain **high expectations**.
2. Curriculum and Instruction will **be research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
3. Students will be provided **opportunities** to learn and achieve to their highest potential.
4. School leaders will expect and support **ongoing improvement of teaching and student performance**.

MISSION OF PLEASANT VIEW ELEMENTARY

MISSION STATEMENT: Pleasant View Elementary School, in partnership with families and the community, facilitates a safe, secure environment that promotes academic, emotional, physical, and social growth for all children to become lifelong learners.

VISION AND PURPOSE OF PLEASANT VIEW ELEMENTARY

To Educate Kids and to do What is Best For Them

MISSION OF YORKTOWN COMMUNITY SCHOOL CORPORATION

The mission of the Yorktown Community School Corporation is to provide an appropriate educational program and learning environment, which will effectively:

- o Meet the educational needs of its students;
- o Help its students accomplish educational goals which are:
  - Significant,
  - Durable, and
  - Transferable.

BELIEFS OF PLEASANT VIEW ELEMENTARY

Pleasant View Elementary believes that all children are given the opportunity to learn based on individual learning styles, diversity, and an accepting and risk-free environment. In addition:

- o Students will learn and perform best when stakeholders maintain high expectations.
- o Curriculum and instruction will be research or evidence-based with student achievement being measured to ensure continuous progress.
- o Students will be provided opportunities to learn and achieve to their highest potential.
- o School leaders will expect and support ongoing improvement of teaching and student performance.

ENVIRONMENTAL SCAN

Pleasant View Elementary recognizes there are certain skills that our students will need in their adult lives. Our mission, supported by our belief statements, provides a guide that will keep us focused on developing those skills our students need to become productive and successful adults. Sources; such as, Marx's (2002) Ten Trends: Educating Children for Tomorrow's World and Friedman's (2005) The World is Flat state the skills necessary. These skills include collaboration with others, creative and critical thinking skills, understanding of technological tools, respecting and accepting others, management skills, conflict management skills, core academic mastery, flexibility, problem solving, and practicing individual responsibility.

CULTURAL COMPETENCY

Cultural competency is the ability to teach students who come from a variety of backgrounds while at the same time, valuing diversity among our students and our curriculum. We find it very important to know our students and to acknowledge their cultures and individual abilities. These cherished areas include gender, age, ethnicity, religion, academic ability, and physical ability. Some of the ways we demonstrate cultural competency would be through age appropriate convocations, book selections, family health guest speakers, peer tutoring, utilization of the school counselor, bullying programs, classroom discussions, guest speakers, recognizing special religious and cultural holidays, and the incorporation of academic strategies that meet the needs of all students.

**III.	INDIANA DEPARTMENT OF EDUCATION SCHOOL DATA LINKS**

INTRODUCTION

The following section contains links to various graphs, reports, and charts located on the Indiana Department of Education's (IDOE) website. This data was also used to help Pleasant View Elementary School drive instruction, make decisions, and determine school improvement goals. The information found on the IDOE's website also depicts the Pleasant View Elementary annual performance and student growth rates in mClass.

IDOE STUDENT PERFORMANCE (ISTEP+ and IREAD-3) LINKS

NWEA

IREAD-3

English/LA Arts

Math

Science
Social Studies

IDOE ACCOUNTABILITY LINKS

Report Card

IDOE FORMAL EVALUATION DATA

	IE	IN	E	HE	TOTAL
Yorktown Community Schools	1	27	103	10	141

IDOE ENROLLMENT AND ATTENDANCE LINKS

Enrollment

Attendance

IDOE OVERVIEW (STUDENT DEMOGRAPHIC) LINK

Student Demographics

IV.   ACTION PLAN (2018-2019)

The following section contains the Pleasant View Elementary Action Plan. With our overall goals of improving reading scores (K-2), the following school improvement goals have been set.

1. All students will improve reading across the grade level.

2. Selected students will be provided intensive reading interventions based on Aimsweb and Running Record data. If students fall below the 25th percentile, students will enter the intense remediation program for support.

These goals were derived from assessment of the current and past status of educational programming and collected data from informal and formal evaluations (see Section III.).

The Pleasant View Elementary Action Plan also includes a professional development plan. Our professional development plan will be revised and revisited each year. Like any plan, it will be revisited and updated throughout the year.

Goal #1: All students will improve literacy across the grade level.
- **Intervention: All students will be provided opportunities to improve reading skills**

Rationale

PVE has embraced the Units of Study for Teaching Reading (Calkins), the Units of Study for Teaching Writing (Calkins), and Words Their Way as the core reading program. We will continue to strive for the highest passing rates we can achieve from year to year but also understand we want to see positive growth in our students in addition to high performance. We are well aware our building shares the IREAD 3 results with Yorktown Elementary School.

Strategies

We believe if we focus our efforts in concentrated areas, we can assist students in fulfilling this goal. The following strategies will assist us in reaching this goal.

- All teachers will follow the Indiana Academic Standards (K-2) and DOE Curriculum Maps as the foundation of their classroom curriculums.

- We will use NWEA, Aimsweb, Running Records, and Words Their Way Spelling Inventory data to identify student progress and to formulate our remediation plan for the year. These tools will help us identify those students in need of remediation and assist teachers in driving their instruction. These tools will also provide teachers with data so they may target those students who are performing but not growing at a high rate.

Goal #2: Selected students will be provided intensive reading interventions based on PAST/CORE, Aimsweb, and Running Records data. If students test below the 25th percentile, students will enter the intensive intervention program for support.
  - **Intervention: Selected students will be provided additional support.**

Through the use of the following intervention tools: Fountas & PInnell Leveled Literacy Intervention System, Zoo Phonics, PALS, Talkies, Teaching for Deep Comprehension, SPIRE/Sound Sensible, Words Their Way, Read-Live, Orton-Gillingham, Phonemic Awareness for Young Children (PAYC), Florida Center Reading Research (FCRR), Free Reading.com, Hearbuilder, and SRA Reading Mastery, we are able to target students needing additional reading support and develop remediation strategies for those students. Besides leveled reading instruction in the classroom, outside interventions will also be implemented using the following programs.

- We will continue to use data to drive our instruction, map our curriculum, PAST and CORE results, and target specific needs, strengths, and weaknesses for individual students. This data will be used for HA and Tier placement.

PROFESSIONAL DEVELOPMENT NARRATIVE

To assist us in meeting our school goals, it is imperative that we have a solid understanding of how to interpret the formative and summative data we will be collecting on our students and how to appropriately use that data to drive our instruction. This undertaking will be the primary focus for our professional development for the next few years.

Staff members have been attending various professional development workshops and seminars this school year. They report back to the rest of the staff either through staff meetings, email, or collaboration time to share and model what they have learned. Professional development does not happen only outside of our school but within our building as well. For example, a weekly "Reading Monday" allows the Literacy Specialist, the Reading Team, and other staff to teach and share reading strategies to the staff. We also have collaboration time after school and during weekly grade level meetings. This time allows for common planning, brain-storming, and a sharing of teaching strategies.

During this time, professional development opportunities are taking place. Staff members are also encouraged to observe others in action as well.

The Pleasant View Elementary Professional Development Plan is in compliance with school board policy 3242 and thus aligns with the board's core principles for professional development.

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2018-2019	**School Improvement** -Jessica Cantwell – Kindergarten -Tracey Anderson – 2nd grade -Kathy Courtney – 2nd grade **Data Team** -Kristen Melton – Literacy Specialist -Mary Lewis-Walls – School Psychologist -Jessica Cantwell – Kindergarten -Laurie Wihelm – 1st grade -Julie Fallon – 2nd grade -Dianna Reedy – Special Ed / Tier 3 Coordinator -Sarah Cook-Counselor -Christina Turner-Speech Language **Reading Team** -Kristen Melton – Literacy Specialist -Stephanie Darby – Kindergarten -Denise Church – 1st grade -Melanie Johnson – 1st grade -Tracey Anderson – 2nd grade -Katy Williams – 2nd grade -Dianna Reedy - Special Ed / Tier 3 Coordinator **Behavior Team** -Laurie Wilhelm – 1st grade -Teresa Goldsworthy – 1st grade -Amanda Webster-2nd grade -Dianna Reedy – Special Education/Tier 3 Coordinator -Sarah Cook– Counselor -Jeanne Morey – Nurse -Christina Turner – Speech, Language Pathologist -Jan Brown **Technology Integration Coaches** -Jessica Cantwell -Amanda Webster

Overview of Professional Development for 2017-18

Core Professional Development:

Units of Study - Reading Workshop

Units of Study - Writing Workshop

Conferencing

Words Their Way

Differentiation

Higher Level Questioning and Thinking -DOK

Utilizing NWEA Data and AimsWeb Data

Everyday Math

Blended Learning

Ruby Payne-Poverty

Ortan Gillingham –kindergarten and 1st grade teachers

School safety

Digital Citizenship

Curriculum Mapping and Standards based report cards

Technology

Tier Intervention

Intervention Professional Development:

Review of Tiers and the RtI process (all staff)

NWEA and AimsWeb Data Interpretation (all staff)

Assessment Professional Development:

AimsWeb Training - R-CBM and MAZE (new staff)

NWEA - Student Goal Setting

Learning Progressions/Rubrics for Units of Study for Reading and Units of Study for Writing Words Their Way Inventories -

Pleasant View Elementary
Reading Program (2017-2018)

Core Reading Program

- ❖ Units of Study for Teaching Reading -- Lucy Calkins
- ❖ Units of Study for Teaching Writing -- Lucy Calkins
- ❖ Words Their Way -- Bear, Invernizzi, Templeton, and Johnston

Assessments

- ❖ NWEA (K-2)
- ❖ Aimsweb - LNF (Kdg), RCBM (1st & 2nd grades)
- ❖ Words Their Way Spelling Inventory
- ❖ Running Records

Interventions

- ❖ Fountas & Pinnell Leveled Literacy Intervention System
- ❖ Zoo Phonics (kindergarten)
- ❖ PALS (Peer Assisted Learning Strategies)
- ❖ Talkies – Visualizing and Verbalizing for Oral Language Comprehension and Expression
- ❖ Teaching for Deep Comprehension
- ❖ SPIRE/Sound Sensible
- ❖ SRA Reading Mastery
- ❖ Orton-Gillingham (Mrs. Gerhke, Mrs. Reedy, Mrs. M. Anderson, all kindergarten teachers, Mrs. Austin, Mrs. Church, Mrs. Goldsworthy, Mrs. Holloway, Mrs. Johnson, Mrs. Miller, Miss Touby, and Mrs. Wilhelm)
- ❖ Words Their Way
- ❖ Ortan-Gillingham
- ❖ Read-Live
- ❖ Phonemic Awareness for Young Children (PAYC)
- ❖ Florida Center for Reading Research (FCRR)
- ❖ Hearbuilder
- ❖ Freereading.com

Pleasant View Elementary

Reading Action Plan

According to *The National Reading Panel*: *Five Components of Reading Instruction* include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

❖ Our objective addresses these five components.

Goal #1

All students will improve reading across the grade level.

Goal #2

Selected students will be provided intensive reading interventions based on Aimsweb and Running Record data. If students test below the 25 percentile, students will enter the intense intervention program for support.

Curriculum	Person(s) Responsible	Timeline	Resources	Assessments
1.1 *Words Their Way* by Bear, Invernizzi, Templeton, and Johnston	-Classroom Teachers (K, 1, 2) -Resource Teacher -Title 1 Aides	-On-going	-*Words Their Way Word Study For Phonics, Vocabulary, and Spelling Instruction* -*Words Their Way for Pre-K-K* -*Words Their Way for Within Word Pattern Spellers* -*Words Their Way for Letter and Picture Sorts for Emergent Spellers* -*Words Their Way for Words Sorts for Syllables and Affixes Spellers* -*Words Their Way for Words Sorts*	-Primary Spelling Inventory -Elementary Spelling Inventory -Upper-Level Spelling Inventory

			for Derivational Relations Spellers	
1.2 *Units of Study for Teaching Reading* by Lucy Calkins with Colleagues from the Reading and Writing Project and *Units of Study for Teaching Writing* by Lucy Calkins with Colleagues from the Reading and Writing Project	-Classroom Teachers (K, 1, 2) -Resource Teacher -Title 1 Aides	-On-going	-*A Guide to the Reading Workshop* by Lucy Calkins -*If…Then…Curriculum* by Lucy Calkins with Elizabeth Moore -Minilessons, Conferring and Small Group Work, Mid-Workshop Teaching points, Transition to Partner Time, Share strategies -Running Record Assessments Teacher Resources and Guidebook	-Concepts about Print Assessment with Benchmarks -Letter Identification Assessment -High Frequency Word Assessment with Benchmarks -Assessment for Independent Reading Levels with Benchmarks -Writing Assessment Tools: Learning Progressions, Writing Checklists, Rubrics, On-Demand Performance Assessments
1.3 Fountas & Pinnell Leveled Literacy Intervention System	-Reading Specialist -Title 1 Aides -Classroom teachers	-On-going throughout the school year if Aimsweb LS or R-CBM, NWEA, and/or Running Record Assessments indicate below the 25th%ile or not at benchmark	-Orange System, Levels A-C -Green System, Levels A-J -Blue System, Levels C-N -Red System, Levels L-O -Gold System, Levels O-R	-Assessing reading and writing behaviors via Running Records
1.4 Zoo Phonics Kindergarten Kit	-Reading Specialist -Title 1 Aides -Classroom teachers	-On-going throughout the school year if Aimsweb LS or R-CBM, NWEA, and/or Running Record Assessments indicate below the 25th%ile or not at benchmark	-Zoo Phonics Signal Practice DVD -Capital Large Animal Alphabet Cards -Safari into Reading, Spelling, and Writing -Activity Worksheets	-Reciting the Alphabet by Letter or Letter Sound -Identifying the Name, Sound, and Signal of the Zoo-phonics Animals When Presented in Sequence -Merged Lowercase

			-Sound Flash Cards (Blends and Digraphs)	Animal/Letter Alphabet when presented in sequence -Lowercase when presented in sequence -Identifying the Sounds and Signals of the Merged Capital Letter Alphabet when presented in sequence -Merged Capital Letter Alphabet Presented in Sequence
1.5 Talkies Visualizing and Verbalizing for Oral Language Comprehension, and Expression by Nancy Bell and Christy Bonetti	-Reading Specialist -Title 1 Aides -Classroom teachers	-On-going throughout the school year if Aimsweb LS or R-CBM, NWEA, and/or Running Record Assessments indicate below the 25th%ile or not at benchmark	-Talkies Talking Cards -Talkies Colored Felts -Talkies Simple Picture to Picture -Talkies Visualizing and Verbalizing for Oral Language Comprehension and Expression Manual	-Talkies Progress Chart -Expanded Expression Tool
1.6 SPIRE/Sound Sensible	-Reading Interventionist -Title 1 Aides -Classroom teachers	-On-going throughout the school year if Aimsweb LS or R-CBM, NWEA, and/or Running Record Assessments indicate below the 25th%ile or not at benchmark	-SPIRE/Sound Sensible manual with scripted lessons	-SPIRE Assessments
1.7 Reading Mastery	-Reading Interventionists -Classroom teachers	-On-going throughout the school year.	Reading Mastery manual	Reading Assessment

1.8 Orton-Gillingham	-Reading Interventionists -Classroom teachers	On-going	Orton-Gillingham	PAST Aimsweb
1.9 Read-Live	-Reading Interventionists -Classroom teachers	On-going	Read-Live	CORE Aimsweb
1.10 Phonemic Awareness for Young Children	-Reading Interventionists -Classroom teachers	On-going	Phonemic Awareness for Young Children	CORE and PAST Aimsweb
1.11 Florida Center for Reading Research (FCRR)	-Reading Interventionists -Classroom teachers	On-going	Florida Center for Reading Research (FCRR)	CORE and PAST Aimsweb
1.12 Hearbuilder	-Reading Interventionists -Classroom teachers	On-going	Hearbuilder	CORE and PAST Aimsweb
1.13 Freereading.com	-Reading Interventionists -Classroom teachers	On-going	Freereading.com	CORE and PAST Aimsweb

BULLYING ACTION PLAN

Goal: Pleasant View Elementary School will follow our Yorktown Community Schools' bullying policy.

Bullying

A. Yorktown Community Schools' bullying policy (*no. 5517.01 from* **IC 20-33-8-0.2**). The policy defines bullying as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- Places the targeted student in reasonable fear of harm to the targeted student's person or property;
- Has a substantially detrimental effect on the targeted student's physical or mental health;
- Has the effect of substantially interfering with the targeted student's academic performance; or

- Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

B. The term may not be interpreted to impose any burden or sanction on, or include in the definition of the term, the following:

(1) Participating in a religious event.

(2) Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger.

(3) Participating in an activity consisting of the exercise of a student's rights protected under the First Amendment to the United States Constitution or Article I, Section 31 of the Constitution of the State of Indiana, or both.

(4) Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults.

(5) Participating in an activity undertaken at the prior written direction of the student's parent.

(6) Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It includes, but is not limited to, such behaviors as stalking, intimidation, menacing behavior, coercion, name-calling, taunting, making threats, and hazing.

Any student who believes he/she has been or is currently the victim of bullying should immediately report the situation to the building Principal or Assistant Principal/Dean, or the Superintendent. The student may report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building level administration should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

All complaints about bullying will be promptly investigated. If the investigation finds an instance of bullying behavior has occurred, it will result in prompt and appropriate disciplinary action, up to and including expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Bullying acts may be reported to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, any remedial action that has been taken _to the extent disclosure is permitted by law_. Also, to the extent appropriate and/or legally permitted, confidentially will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above in the prior aforementioned paragraph including reporting this to law enforcement.

Bullying Consequence Progression: Each incidence of bullying will result in a disciplinary referral and …

First incident	Detention and Administrator conference*
Second incident	Parent conference, Detention, and Counseling Referral*
Third incident	1 Day of ISS (In-School Suspension)
Fourth incident	3 Days of ISS
Fifth incident	3 Days of OSS (Out of School Suspension)
Sixth incident	5 Days of OSS (Out of School Suspension)

Seventh incident   Expulsion

* More severe/aggressive incidents will result in immediate suspension and/or expulsion.

Reporting any Harassment: Anyone with prior or subsequent knowledge of harassment or bullying should immediately report it to a Pleasant View Elementary School staff member. Students should report any act of bullying to a staff member personally or through an anonymous note as soon as possible. Any staff member with knowledge of a bullying incident (reported or witnessed) should report such information to an administrator or guidance personnel as soon as possible and not longer than one school day later. Students making false allegations of bullying will receive disciplinary consequences in accordance with the requirement of HEA 1423.

Evaluation of Goal: Staff members will become proactive in dealing with bullying situations.

The faculty will work to provide a safe environment for all students.

Action Plan: As a faculty and staff, we will establish classroom/school rules against bullying as defined in the PVE handbook, to improve the overall school climate and maintain a safe school environment. We will work toward identifying bullying situations during unstructured times throughout the school day in an effort to eliminate, or intervene quickly, in the event of bullying situations. The staff will develop and implement school- wide standard procedures for handling bullying. This procedure will be followed by all school personnel.

Persons Responsible: All PVE faculty and staff members will be responsible.

Evaluation of Goal: A large percentage of staff attendance/participation in the in-service will be an indication of success in this area.