2022-23 Phase One: Continuous Improvement Diagnostic for Salem

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Salem Elementary School
Kimberlee Webb
1409 S Hwy 76
Russell Springs, Kentucky, 42642
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Phase One: Continuous Improvement Diagnostic for

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 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.

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Please enter your name and date below to certify.
    Kimberlee Webb ~ Sept. 7, 2022

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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?

Salem Elementary School is located in Russell Springs, KY. Salem is a rural community in eastern Russell County just outside the city of Russell Springs. Salem Elementary is surrounded by a supportive community of parents, businesses, and stakeholders. This school year Salem currently has an enrollment of 396 students, a 41% increase from last year, that range from pre-school age to fifth grade. SES is a Title 1 school having 66% of our students receiving free and reduced lunch. Salem provides three classrooms per grade level with the exception of fifth grade.   In both kindergarten and first grade our classrooms are structured in a self-contained set up while the intermediate grades of (2-5) are departmentalized. Through departmentalizing our classrooms students have an equal amount of time in content areas with highly qualified teachers that can focus on specific content standards. Students in all grade levels are challenged with a rigorous curriculum. Salem Elementary functions as a team and everyone is in the game at SES. Our instruction begins immediately with everyone in the school teaching reading and/or math. The schedule reflects the librarian and gym teacher working with intervention groups as soon as the school begins and on various days throughout the week, the counselor and Family Resource director pitch in to lead intervention groups as well. The team concept allows teachers to foster relationships with students to guide them to reach their potential. Also, at Salem Elementary we have very intensive and rigorous intervention programs such as RTI and RTA. While the state mandates that the students scoring in the 10th percentile and below be targeted for RTI services we target those students who actually fall below the 25th percentile. Currently we have those students below the 10th percentile receiving intensive reading intervention strategies through our Read to Achieve program and then those falling between the 10th and 25th percentile are engaged in RTI services. For a second year, Salem continues to implement the AmeriCorps Grant which provides an additional person to help target the lowest 5 students per grade level for supplemental academic support. Since the 2014-2015 (and continuing) school year Salem Elementary has added every student not meeting grade level on universal screener or not meeting proficient benchmarks on KSA testing. We now transitioned from three full time preschool classes to two which has sustained our enrollment to 31 students (15 on M/W; 16 on T/Th). In addition with the transition of preschool students this has directly effected our school as several of students have stayed at Salem as well as brought in siblings to add to our enrollment. Pre-school students can vary from ages three to five and can come with various disabilities and economic backgrounds. Another challenge facing Salem Elementary in recent years is the increased number of students being raised by grandparents due to parents being unable to care for their children. We are at the point where some of our students are even being raised by great-grandparents causing even more of a need for support for our families. Our students come to us with both academic and social needs that we are focused on trying to meet. Salem receives great community and

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parental support. Salem Elementary looks for ways to improve and make our school and students stronger on a daily basis. The school community of SES is highly committed to the achievement of the school's improvement goals in the 2022-2023 CSIP.

School's Purpose

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

Salem Elementary is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' every day and creating a culture of high expectations. At SES we are working together with SBDM, parents, community stakeholders, staff, and students to help create this vision leadership for our school. The mission of Salem Elementary School is preparing today's student leaders for tomorrow's world. Currently the students have collaborated with the faculty to create individual classroom mission statements. This has allowed our students to have a voice in creating expectations that will create success for them. Also, this partnership between the faculty and students is creating a shared responsibility in which the students have an integral part in leading their educational achievements. It is an ongoing process that we began to take our students down the road into creating a personal mission statement in which they will begin to set goals for themselves that they can proud in achieving. Our focus is to help students understand their own worth and value through various leadership activities as well as the educational learning environment where hard work is the norm. It is our belief that students need to experience achievement in these all areas regardless of their background to know that they are important and can be a successful learner. All students participate in classrooms where rigorous instruction is present through standards based programs such as Holt Mifflin Harcourt (K-2), Savvas myView Literacy (Grades 3-5), Savvas enVision Math, and for a second year we are using TCI Social Studies. The curriculum is guided by the researched based programs but along with that, Salem implements other academic strategies. For example, we have a RTI program in place that targets those students who are struggling in math and reading as well as various computer based programs that serve as a support to our students. In addition to Tier 2 and Tier 3 interventions implemented by our RTI/RTA teachers, this year Salem has implemented rotations for all students (universal/Tier 1). These rotations occur each week, Monday-Thursday, to focus on specific standards and/or lessons to enrich and support classroom instruction. Salem uses all certified teachers, as well as a host of support staff that includes instructional assistants, retired teachers, full-time substitutes, and the principal and assistant principal to work with students in small groups to best meet learning needs.

Also, Salem has a peer tutoring program in place where our high achieving students are given the opportunity to challenge each other as well as collaborate with those that can learn from them. At Salem it is always about pushing our students to reach their potential even if they don't see it and sometimes that can come through working with school age peers. Additionally, our after school program is offering a

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variety of activities to enrich the students interests and abilities. For example, Cross Country running, Zearn, Lexia, Library enrichment, Art and pop up story hours from local public library, and health related activities sponsored by our local health department. Salem also has clubs for those students to find skills that they can excel in besides academic. 4-H clubs meet and focus on cooking/art skills, speech, photography and many more areas that allow students to find their interests.. These programs allow our students to experience success in a completely different atmosphere and with a completely different curriculum. At Salem we believe that students have a right to a quality education with rigorous learning opportunities and that students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Learning is a lifelong process and at Salem Elementary all children can achieve at high levels and are all staff committed to providing interventions and enrichment to enable all students to reach their potential.

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.

As for notable achievements Salem Elementary fields a competitive academic team and quick recall team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents our school each year at the Governor's Cup as well taking second place in the district and having numerous students move onto region competition. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Our students participate in 4-H speech contests, demonstration contests, poetry writing contests, and piggy bank design contest. There have been numerous winners from our school presented. Three years ago, our school began a new community outreach program that is focused on kindness. A couple of years ago, pre-COVID, our Kindergarten students saved change in socks and collected over $500.00 for our local family resource center. Our fifth grade students raised over $1300.00 to purchase blankets for the nursing home and the local homeless. Last year we held a penny war to raise money for our local EMT and health care workers to purchase protective gear from COVID. Our students ended up raising over $1500 to present to our local EMT director. Every month of December we have a night called "Light Up SES with Kindness" where students and families together participate in a community food drive and then had a family night lighting our tree as an culminating activity. Last year over 350 people came out to make ornaments, watch the lighting of the kindness tree, and join in together as bring a light of kindness for our school and community. Throughout the year we will provide our students with several opportunities for them and their families to participate in acts of kindness and community service as a way to reach out to others. In continuous partnership with the Family Resource Center, Salem remains a recipient of the AmeriCorps grant that we originally applied for two years ago. The grant allows us to employ an additional person to help provide targeted intervention for students. For the past few years Salem has started a boys and girls soccer team for our students in grades 2-5. This allowed Salem to be well represented athletically and

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the past year both our boys and girls teams have been district champions among all elementary schools.

In addition to the previous notable achievements, when the virtual setting was implemented several of Salem's teachers went onto to be Google Certified at Level 1 and 2, approximately 65% received that certification in order to better provide instruction for our students. Lastly, school attendance is something we pride ourselves on as Salem has been named top school in our district for high attendance and then went on to be named number in region fourteen for small school attendance in years past. However, due to increased enrollment for the 2022-2023 school year, we were classified as a large elementary. Upholding tradition, Salem Elementary won for the district and Region 14 as the High Attendance Winner with 97.65% attendance on September 13, 2022. This was a collective effort among students, teachers, staff, and our community encouraging and supporting students to attend school that day.

Areas of Improvements: While the 2021-2022 school year posed several challenges post-COVID, Salem continually strives to get better and create a solid foundation for our students. Our most recent KSA data reveals that there is room for growth across the content areas to grow our overall rating, but Salem did see some improvement among reading and math. For a second year, Salem has received the RTA (Read to Achieve) Grant to provide reading intervention to students in Tiers 2 and 3. This position allows a full-time educator to service students each day and progress monitor each week across K-5. And again, this is the first year of implementing rotation groups for all tiers (1, 2, and 3) to focus on not just reading and math, but science, social studies, and writing as well. Also, the 2021-2022 data reports that Salem received a "HIGH/Green" rating in the area of Quality of School Climate and Safety. Salem takes pride in knowing that students feel cared for, included, and most importantly, safe while at school.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report Salem Elementary

2021-22 Phase Two: School Safety Report

Salem Elementary School
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1409 S Hwy 76
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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)?

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, should not be reported herein until the 2022-2023 school year and beyond.

Yes, Salem SBDM met on Sept. 14, 2021 to adopt the emergency plan.

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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 each teacher was provided with evacuation routes to post in their classrooms and administrator made sure all other rooms had them posted as well.

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 each teacher was provided with safe zones to post in their classrooms and administrator made sure all other rooms had them posted as well.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes the students participated in all drills before the 30 day timeline and Salem participated in the Great Central US ShakeOut on Oct. 21, 2021.

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

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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 <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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 the emergency plan was reviewed and updated in early August following last school year and before this school year started.

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

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 the emergency plan was presented to all staff on our teacher opening day of school which was August 10, 2021.

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes~ severe weather drill (9/10/2021) earthquake drill (9/14/2021) lockdown drill (9/9/2021)

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

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Yes, it is planned in the calendar to perform drills on the following dates: (This could change due to weather) severe weather - 1/12/2022 earthquake - 1/12/2022 lockdown - 1/14/2022

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Salem

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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.

In an effort to review, analyze, and apply data results, school leadership met with district personnel initially to begin the process of breaking down various types of assessment data (KSA, Brigance, EasyCBM, and MAP) A team of district instructional coaches, instructional supervisor, and administration met to review current data, look at trends from previous years, and create a plan to implement in order to move forward. After multiple meetings among district and school level leadership teachers participated in a full day of test analysis which took place over two half day sessions. At this initial meeting with teachers our staff took a look at overall scores and school wide data. We began to target what we identified as areas of concerns as well as celebrations. All of action plans from the past year were revisited to see what we did that worked and what were some things we still needed to change. Also, our teachers created some baseline data for improvement, goals set, and a plan to track data was put into place. At the second session of the test analysis data was broken down into specific subgroups so that we could further identify gap groups, barriers, and areas of excellence. We took time to look at trend data that

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was developing, closely studied individual student data with cut scores, and completed an in-depth district analysis review. Teachers and district leadership will work together to meet in monthly data driven PLC's. The district will hold a community stakeholder meeting to inform those of current test data and an overview of the analysis completed. All of the meetings that the leadership, teachers, and stakeholders participate in are documented through an agenda, sign-in, and if applicable graphic organizers used.

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?

When reflecting back to last year's plan and the implementation it is important to note that it was done to the best of our ability. The CSIP as planned was created off a year when our school participated in testing after COVID. As did all schools in the state, Salem took an assessment that was not in line with what was previously given. When developing the CSIP we tried our best to use the data presented as well as taking into consideration the situation our students/schools was in. Last year our school operated in a combined setting of virtual and in-person therefore we worked extremely hard to implement the plan as created. The goals remained our focus as well as acclimating our students back to the in-person setting with social/emotional needs. Our teachers worked to implement the strategies named and provide the support the students need. When looking to this year's data the plan was somewhat successful as our school performed at or above state benchmark. However, there were areas of needed improvement that remained. We are using last year's data, the strategies we found successful, and adjusting the ones that were not to help drive the creation of this year's plan.

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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In looking at the data from the previous two years it is important to note that both of those years including virtual settings. Two years ago our school remained completely virtual until the last three of months of school. Last year our school started off with a virtual and in-person design along with complying to COVID restrictions which resulted in quarantining students multiple times and for extended time. Considering that information the trends are going to be based off the data we have available and when the students were in coming to school in-person.

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*Continual decrease in students scoring novice in both Reading and Science

*Students scoring apprentice is still our largest area and the place where most of our students perform

*Focus content areas continue to be Social Studies and Writing, especially now that there is Combined Writing score with both Editing Mechanics and On-Demand Writing

*Students classified as economically disadvantaged still remain a gap area for our school

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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
    Current Academic State can be described or viewed in the follow pieces of data:

    *Overall score of 64 (yellow)

    *65.4% students scoring proficient/distinguished in Reading and Math

    *60.7% students scoring proficient/distinguished in Separate Academic Indicator

    *Met and surpassed state benchmarks in Reading, Math, and Science.

    *Increased students scoring proficient/distinguished on Reading by 7.4% from the previous year

    *Increased students scoring proficient/distinguished on Math by 6.7% from the previous year

    *Students that are non-economically disadvantaged outscored those that are economically disadvantaged in all content areas

    Non-Academic State:

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*School Climate Survey scored 80 (high green)

*Salem named Region 14 Large School Elementary Attendance Winner

*Enrollment (without PK) is up from 343 to 371 showing a significant increase

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.

Priorities and concerns that target weaknesses:

*Social Studies and On-Demand Writing did not meet the state benchmarks (Social Studies was 9% below and On-Demand was 7% below)

*Over 60% of Economically Disadvantaged students scored Novice and Apprentice across all content areas: Reading 61%, Math 64%, Science 63%, Social Studies 76%, and Combined Writing 72%

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.

Reading:

*students scoring at novice level was below the state benchmark by 7%

*met state benchmark of students scoring proficient/distinguish

*In comparison to the previous year reduced novice by 5%, reduced apprentice by 3.2%, increased proficient by 3.8%, increased distinguish by 3.6% and overall proficient/distinguish increased by 7.4%

Math:

*students scoring at novice level was below state benchmark by 11%

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*met state benchmark of students scoring proficient/distinguish

*In comparison to previous year reduced apprentice by 8.8%, increased proficient by 9.7%, and overall proficient/distinguish by 6.7%

Science:

*In comparison to state benchmark students Salem had less students scoring at the novice and apprentice level, more students scoring proficient and distinguish level, and overall surpassed state benchmark for combined proficient/distinguish level by 23%

*In comparison to previous year reduced novice by 2.7% and increased distinguish by 7.1%

Combined Writing:

*Salem had 50% less students scoring at the novice level than the state and had the same amount of students scoring distinguish as the state

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

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 below.

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.

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

After analyzing the Key Elements and data as presented Salem will be focusing on KCWP #2 and #5 for the 2022-2023 school year.

Due to implementing new curriculums and programs in reading and math across K-5, focusing on KCWP #2 and #5 are the most logical for our school this year. Post-pandemic, we realize that there are greater gaps and needs than in years past, but we believe that our new curriculums will help decrease these gaps significantly over time but especially this school year now that we back to a "normal" setting and schedule. Anytime that new curriculum is implemented, teachers need time and support to align pacing guides and meet with their team of teachers to design and deliver instruction. Moreover, the addition of small group rotations for enrichment and RTI is a staple in the daily schedule at SES that affords students the opportunity to revisit concepts, review lessons, and receive differentiated support as needed.

Additionally, as a administrative team, we believe that KCWP #5 closely relates to #2 because we are closely monitoring student data regularly throughout the year and ensuring continuous improvement through teacher PLCs, fall/winter/spring benchmarking, setting student growth goals for MAP with administration, teachers naming and claiming students, and teacher planning/PD release days each semester to support instruction across K-5.

Above all, thinking about our priorities and concerns, we believe that giving teachers time the time, resources, and support to implement new curriculums, all while monitoring student data and reflecting upon classroom practices, will help our school show the main gains over the next several months.

ATTACHMENTS

Attachment Name

📄 SES 2022 Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 SES 2022 Key Elements Template		• 7

Key Elements	Evidence
KCWP 1: Design and Deploy Standards 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?	*Implementation of new aligned curriculum for Reading & Mathematics ~ follow up with new pacing guides, curriculum map, PD release time, etc. *PLC's with content teachers & district wide instructional coach to focus on student engagement
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	*Implementation of new aligned curriculum for Reading & Mathematics ~ follow up with new pacing guides, PD release time, etc. *Small group daily rotation ~ These groups are based on MAP scores and can change after benchmarking. Daily the students participate in a small group, 30-minute lesson and/or intervention based on needs. For example, the students will work on Classworks which is individualized, participate in re-teach/review lessons, engage in needed interventions and more. *Implement consistent strategies (RACE for open response, RULES strategy for reading, CUBES for math, and CER for science)
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	*Aligned curriculum assessments (HMH, My View, & SAVAAS) embedded into the instruction and pacing guide *Consistent benchmarking system - fall, winter, spring
KCWP 4: Review, Analyze and Apply Data	*Benchmarking three times a year - follow up with data analysis & one on one meetings with administration

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?	*PLC meetings to look at data, monitor progress, and make instructional changes if needed *Test analysis day - break down scores, name & claim, compare MAP to KAS data) *Track individual student growth & goals for MAP throughout the year with one-on-one meetings with administration. *Name & Claim students ~ work through data assessment to highlight and target students that are on the line/border for more support and/or one-one.
KCWP 5: Design, Align and Deliver Support 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?	*Aligned curriculum assessments (HMH, My View, & SAVAAS) embedded into the instruction and pacing guide *Benchmarking three times a year - follow up with data analysis & one on one meetings with administration *Track individual student growth & goals for MAP throughout the year with one-on-one meetings with administration. *Name & Claim students ~ work through data assessment to highlight and target students that are on the line/border for more support and/or one-one. *PLC meetings to look at data, monitor progress, and make instructional changes if needed

	*Bi-monthly progress monitoring for RTI students to track progress and make adjustments for intervention support *Teacher PD/Planning release days for content areas/grade levels to come together to align pacing guides, update curriculum maps, design lessons and assessments, discuss strategies, and receive support from admin and/or instructional coaches.
KCWP 6: Establishing Learning Culture and Environment 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?	*Continue to implement positive climate building activities among staff and students (Kindness window, Happy Staff BINGO, 12 days of Christmas Gifts ~ kindness activities, encouraging bulletin boards, community service projects that target serving others, etc.) *Promote and sustain a positive climate within school (SES shout-outs, brag board, etc.) *Host community and family events (Family Fun Walk, Grandparents Night, Math Night, Christmas Market, & Family Literacy Night)

2022-23 Phase Two: School Assurances for Salem

2022-23 Phase Two: School Assurances

Salem Elementary School
Kimberlee Webb
1409 S Hwy 76
Russell Springs, Kentucky, 42642
United States of America

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2022-23 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, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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**

o No

o N/A

COMMENTS

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

o No

o 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**

o No

o 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, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that 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**

o No

o 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**
o No
o 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**
o No
o 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**
o No
o 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**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and 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**

o No

o 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**

o No

o 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**

o No

o 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**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is 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**

o No

o N/A

COMMENTS

16. If the school is 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**

o No

o N/A

COMMENTS

17. If the school is 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**

o No

o N/A
COMMENTS

18. If the school is 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**
o No
o N/A
COMMENTS

19. If the school is 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**
o No
o N/A
COMMENTS

20. If the school is 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**
o No
o N/A
COMMENTS

21. If the school is 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**

o No

o 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**

o No

o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is 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.

o Yes

o No

● **N/A**

COMMENTS

24. If the school is 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.

o Yes

o No

● **N/A**

COMMENTS

25. If the school is 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.

o Yes

o No

● **N/A**

COMMENTS

26. If the school is 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.

o Yes

o No

● **N/A**

COMMENTS

27. If the school is 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.

o Yes

o No

● **N/A**

COMMENTS

28. If the school is 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.

    o Yes

    o No

    ● **N/A**

    COMMENTS

29. If the school is 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.

    o Yes

    o No

    ● **N/A**

    COMMENTS

30. If the school is 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.

    o Yes

    o 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).

o Yes

● **No**

o 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.

o Yes

● **No**

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan

Salem Elementary School
Kimberlee Webb
1409 S Hwy 76
Russell Springs, Kentucky, 42642
United States of America

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2022-23 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.**

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 Comprehensive School Improvement Plan in the attachment area below.

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.

All objectives and strategies are outlined in the CSIP Plan attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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. 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

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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, Baldridge, etc.*).

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

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

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. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

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)

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• Achievement Gap

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Salem Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP 2022-2023	Salem Elementary CSIP	•

• Comprehensive School Improvement Plan (CSIP)

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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

Requirements for Building an Improvement Plan
- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):					
By May 2025, 52% of all students will be proficient in reading and math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: The percentage of students scoring proficient/distinguished in reading and math in all student groups will increase from 46% to 48% by May 2023.	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.	*Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments	*Completed curriculum maps and pacing guides aligned standards including instructional strategies and assessments	Classroom teachers and special education teachers will ensure the implementation of the new aligned curriculum for reading and mathematics (Houghton Mifflin, My View, & SAVAAS). To effectively implement the new curriculum teachers will use aligned curriculum maps and pacing guides that outline standards, instructional strategies, and assessments. The implementation of the new curriculum will occur throughout the entire school year.	SAVVAS Math (ESSER) - $71,392.68 SAVVAS Reading (ESSER) - $42,382.09 HMH Reading (ESSER) - $57,904.40
	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC.	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	No Funding Required

Goal 1 (State your reading and math goal.):

By May 2025, 52% of all students will be proficient in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Ensure that effective communication guides instructional planning, student grouping, etc.	need to be made based on data		
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms/schools and are measured for effectiveness on student achievement	*Plan strategically in the selection of high yield instructional strategy usage within lessons. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular	*Completed school wide instructional organizers *Student work and assessment data from instructional organizers and activities within lessons	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and content area will use aligned organizers (ELA - RULES, Math - CUBES, and other content - CER) to guide instructional practices. Teachers, instructional coaches, and administrators will review student work and data from these instructional organizers to determine effectiveness and aid in curriculum.	No Funding Required
	Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II	*Plan for and implement student engagement activities *Ensure effective communication to guide instructional planning, student grouping, etc.	*Small group rotation schedule with outlined curriculum focus and engagement activities *Data and instructional assessments reports that guide student grouping for small group rotation *Student progress reports of	Classroom teachers, special education teachers, RTI resource teachers, and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by all those that worked in the planning as mentioned above. Rotation lessons will be instructional need specific, provide additional support and interventions, and use supplemental resources for individualized instruction (No Red Ink, Study Island, Class Works).	Classworks (ESSER) - $9,397.00 Classworks (ESSER) - $6,410.00

Goal 1 (State your reading and math goal.):
By May 2025, 52% of all students will be proficient in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			individualized instruction		
	Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	*Assessment data for students *Student tracking and goal sheets *Administration schedule of meeting one on one with students	Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments.	No Funding Required
	Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks.	*School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting notes of data, break down of tiers, review documentation of interventions, and	Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions.	NWEA MAP (ESSER) - $4,591.00

Goal 1 (State your reading and math goal.):
By May 2025, 52% of all students will be proficient in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			create schedules that for all students.		

2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal.): |||||| |
| By May 2025, 52% of all students will be proficient in science, 34% of all students will be proficient in social studies, and 39% of all students will be proficient in writing |||||| |
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient/distinguished in all student groups will increase 2% by May 2023. *Science (46% to 48%) *Social studies (28% to 30%), *Writing (33% to 35%)	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.	*Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments	*Completed curriculum maps and pacing guides aligned standards including instructional strategies and assessments	Classroom teachers and special education teachers will ensure the implementation of the new aligned curriculum for science, social studies, & writing (Elevate Science, TCI History Alive, & SAVAAS). To effectively implement the new curriculum teachers will use aligned curriculum maps and pacing guides that outline standards, instructional strategies, and assessments. The implementation of the new curriculum will occur throughout the entire school year.	No Funding Required
	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC.	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	No Funding Required

Goal 2 (State your science, social studies, and writing goal.):

By May 2025, 52% of all students will be proficient in science, 34% of all students will be proficient in social studies, and 39% of all students will be proficient in writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Ensure that effective communication guides instructional planning, student grouping, etc.	need to be made based on data		
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms/schools and are measured for effectiveness on student achievement	*Plan strategically in the selection of high yield instructional strategy usage within lessons. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular	*Completed school wide instructional organizers *Student work and assessment data from instructional organizers and activities within lessons	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and content area will use aligned organizers (ELA - RULES, Math - CUBES, and other content - CER) to guide instructional practices. Teachers, instructional coaches, and administrators will review student work and data from these instructional organizers to determine effectiveness and aid in curriculum.	No Funding Required
	Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II	*Plan for and implement student engagement activities *Ensure effective communication to guide instructional planning, student grouping, etc.	*Small group rotation schedule with outlined curriculum focus and engagement activities *Data and instructional assessments reports that guide student grouping for small group rotation *Student progress reports of	Classroom teachers, special education teachers, RTI resource teachers, and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by all those that worked in the planning as mentioned above. Rotation lessons will be instructional need specific, provide additional support and interventions, and use supplemental resources for individualized instruction (No Red Ink, Study Island, Class Works).	Classworks (ESSER) - $9,397.00 Classworks (ESSER) - $6,410.00

Goal 2 (State your science, social studies, and writing goal.):

By May 2025, 52% of all students will be proficient in science, 34% of all students will be proficient in social studies, and 39% of all students will be proficient in writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			individualized instruction		
	Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students

*Ensure that universal screener data, are used appropriately to determine intervention needs

*Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks. | *School wide assessment schedule that outlines universal screener to be given.

*Universal screener data that dissects percentages of student performances and results.

*School intervention team meeting notes of data, break down of tiers, review documentation of interventions, and create schedules that for all students. | Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions. | NWEA MAP (ESSER) - $4,591.00 |
| | Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals. | *Use assessments to help students assess and adjust their own learning.

*Implement student participation in goal setting. | *Assessment data for students

*Student tracking and goal sheets

*Administration schedule of meeting one on one with students | Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments. | No Funding Required |

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring Novice/Apprentice in all content areas and with all student subgroups will decrease by 2% by May 2023. *Reading will decrease from 61% to 59% *Math will decrease from 64% to 62%. *Science will decrease from 63% to 61% *Social Studies will decrease from 72% to 74% *Writing will decrease from 72% to 70%.	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC. *Ensure that effective communication guides instructional planning, student grouping, etc.	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that need to be made based on data	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	No Funding Required
	Assessments (KCWP 3 & KCWP 4): Assessments are of high quality, aligned to the rigor of the standards, provide	*Ensure that assessments are designed to best evaluate student learning. *Assess with formative and summative assessments that are	*Embedded assessments into curriculum as evidenced in pacing guides and curriculum maps.	Classroom teachers and special education teachers will implement and assess students with the aligned assessments provided with curriculum. Teachers and administration will meet to look at	SAVVAS Math (ESSER) - $71,392.68 SAVVAS Reading (ESSER) - $42,382.09

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	quality data, and are monitored for validity.	aligned to the standards and learning targets.	*Assessment data from aligned curriculum	assessments, data, and track within the provided curriculum.	HMH Reading (ESSER) - $57,904.40
	Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks.	*School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting notes of data, break down of tiers, review documentation of interventions, and create schedules for all students.	Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall break down of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions.	No Funding Required
	Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	*Assessment data for students *Student tracking and goal sheets *Administration schedule of meeting one on one with students	Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments.	No Funding Required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Data Review (KCWP 4): Data and student information to improve instruction and reduce the number of students scoring novice.	*Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	*Completed "Watch List" *PLC notes that indicate the process of creating the watch list and monitoring the list with any adjustments	Classroom teachers, special education teachers, intervention teachers, and administrators will meet to review and analyze student data. Upon looking at the data those students who were performing below proficiency or are on the "cusp" of moving to a lower category will be placed on a list to target for more support, individualized instruction, and tracking system. The team will meet regularly to check data to monitor students and move them on/off list if needed.	No Funding Required

4: English Learner Progress

Goal 4 (State your English Learner goal.): All English Learner (EL) students in Salem Elementary School will increase 1.5 levels by May 2025 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: All EL students in Salem Elementary School will increase .5 level by May 2023 as measured by ACCESS.	Curriculum/Instruction (KCWP 1 & 1): Implementation of evidence-based curriculum/program and effective high-yield strategies to ensure the intent of learning	*Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students *Ensure instructional modifications are made based upon feedback gained from formative assessments (Assessments for Learning) *Develop assignments and activities to inform what comes next for individual groups of students	Monitoring measures are in place regarding placement and student progress of comprehension, listening, literacy, oral reading, speaking and writing with support systems	EL Director, school administrators, and EL teachers/assistants will participate in PLCs to discuss student progress monthly to determine next steps	Title I Part A ESSER Title II

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 86% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety (QSCS) indicator from 80% to 82% by May 2023 as measured by the state survey.	School culture and climate (KCWP 6): Promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders.	*Ensure effective implementation of anti-bullying policies and procedures

*Enable students to develop leadership roles within the school and/or classroom

*Implement climate-building activities among staff and students | *Students learn and engage in behavioral/social/ emotional lessons each month

*Kindness Window - students write their name on the front window after completing a kind task for a student or adult

*Happy Staff BINGO - faculty and staff engage in a game to promote positive, respectful relationships throughout the school

*12 Days of Christmas - teachers and staff are offered the opportunity to participate in a Christmas exchange with a colleague | Throughout the year, teachers, staff, and the administrative team will work collaboratively to build and improve the climate and culture at Salem Elementary through intentional activities. Our counselor, Ms. Melissa, as well as classroom teachers, will deliver intentional lessons on character, respect, and values to support a safe and positive learning environment among students. In addition, adults in the school (teachers, staff, admin), will engage (voluntarily) in specific activities that encourage positive, caring relationships among colleagues and focus on growing relationships with new faculty and staff. The principal and assistant principal, with input from faculty and staff, will meet regularly to implement and schedule events/activities/opportunities each month. | No Funding Required |

Goal 5 (State your climate and safety goal.): Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 86% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Communication and Support (KCWP 6): Promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning.	*Ensure that all available resources are deployed to assist students and families to address barriers to learning *Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the school	*Family Fun Walk - students and families are invited (via newsletter, special event note, One Call, social media) to participate with Salem Elementary teachers, staff, and admin in a school-wide daytime event promoting community and family involvement and fellowship through games, walking/skipping/ running/face painting, pumpkin kits, and other activities. *Grandparent's Night - A special note is sent home with students to invite grandparents to Salem Elementary to enjoy the Book Fair, refreshments, BINGO, a book reading, and a craft together with their grandchild(ren).	The administrative team, with the help of faculty and staff, will schedule and implement school-wide events that foster community support. Communication will be evidenced by our monthly newsletter that is sent home to students and families, special event notes distributed by classroom teachers, PTO social media posts on Facebook and Instagram, Class Dojo messages, as well as One Calls made by admin. After each event, administration will meet and reflect on what should be maintained or improved in order to support large numbers on campus and continue to support a positive relationship between Salem and the community.	No Funding Required

Goal 5 (State your climate and safety goal.): Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 86% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			*Math Night - Salem Elementary's math teachers host, plan, and prepare grade-appropriate activities to complete with a parent/guardian. A note is sent home inviting parents/guardians to invite them and explain how the event will promote and support parent involvement with math instruction and standards that can easily be utilized at home. *Family Literacy Night - Parents/Guardians are invited to attend (via newsletter, note, One Call, social media) this school-wide event with their child(ren) to promote literacy in the home through a special guest speaker, book readings, crafts,		

Goal 5 (State your climate and safety goal.): Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 86% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			games, and concessions. *Christmas Market - Salem Elementary invites students, families, and the community to attend this evening event to enjoy live music, food, vendors, and family-oriented Christmas activities as a means to promote a positive culture among SES and Russell County.		