



Pikeville Elementary 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Two of our greatest concerns for Pikeville Elementary include increasing our proficiency in the area of science, as well as increasing the overall proficiency and growth among our GAP groups. Another concern is to improve the climate and safety of our school.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Pikeville Elementary School will focus efforts upon clear RTI processes for differentiation among tier groups, as well as active progress monitoring to assess academic development and identify strengths and weaknesses so that instruction can be determined accordingly. We will also focus efforts upon aligning our instruction in tier 1 science classes to the NGSS standards.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	85.8	+1.5
State Assessment Results in science, social studies and writing	84.5	+3.5
English Learner Progress	-	-
Quality of School Climate and Safety	79.6	+1.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps the school will take 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

<div>Goal 1 (State your reading and math goal.): Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div>Objective 1 Collaborate with stakeholders to increase the overall number scoring proficient and distinguished for Pikeville Independent Schools: PES reading from 66% to 69.1% and math from 65% to 68.9% by May 2024 as measured by state assessment.</div>	<div>Review, Analyze, and Apply Data</div> <div>Design and Deliver Instruction</div>	<div><ul style="list-style-type: none">Administrators will meet with teacher teams following each benchmark assessment to identify targeted (gap) students.They will work towards a goal of 80% proficiency in reading and math.They will incorporate differentiation in core instruction and consistently monitor the growth of all students.</div>	<div>Benchmark Assessment Data</div>	<div>Meeting Agenda/ Benchmark Reports</div>	<div>General Fund for assessments</div>

Goal 1 (State your reading and math goal.):
Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring).Students in K-6 will take Renaissance Place screener in reading and math.Teachers will monitor progress with STAR CBM or STAR Custom.K-3 teachers will develop and implement a reading improvement plan needing intervention (25th percentile and below).K-3 teachers will send Read at Home plans for all students with a reading improvement plan.Literacy Plan developed to outline tier 1, tier 2, and tier 3 instruction and progress monitoring.	Benchmark Assessment Data	Reports	General funding
		<ul style="list-style-type: none">Benchmark data reports will be reported to the school SBDM council following the completion of Benchmark testing.	Benchmark Assessment Data	SBDM Minutes	None
		<ul style="list-style-type: none">The principal will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly.	School Improvement	SBDM Minutes & Board Agenda	None

Goal 1 (State your reading and math goal.): Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support	<ul style="list-style-type: none">Vertical team meetings will be conducted by content area and/or grade level team meetings as needed.	Faculty/Staff Surveys	Meeting Agenda	None
		<ul style="list-style-type: none">The district will purchase high-quality instructional resources to ensure students have quality resources that are aligned with current standards.	Resources Purchased	Meeting Agenda/PD on resources	Title I Part A and General
		<ul style="list-style-type: none">Teachers will be provided professional learning opportunities, as needed, that are offered through our educational cooperatives, as well as other opportunities that may arise outside our educational cooperatives. After these opportunities, teachers will share relevant information with co-workers in a scheduled PD session.Teachers will be able to individualize up to 6 hours of PD (Flex) as approved by the administration. This will be monitored through a Google Classroom.	Professional Development; PD Documentation	PD Agenda	Title I Part A, Title II Part A, Title V, and General
		<ul style="list-style-type: none">Planned release time will be provided, as needed, for teachers to meet regarding data analysis, professional learning, or other needs determined by the administration.	Agenda	Agenda	Title I Part A

Goal 1 (State your reading and math goal.): Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Teachers will focus on instructional core content targets of instruction daily and display the targets in their classrooms for reading and math K-3 and content-specific subject areas 4th-6th.	Lesson Plans/Walk through documentation	Visible Targets Posted in classrooms	None
		<ul style="list-style-type: none">Teachers will incorporate technology resources each week while vertically aligning instruction to required Kentucky Technology Standards.Students will be exposed to technology on a greater scale with the employment of a full-time technology teacher.	Lesson plans	Visible in classrooms and observations	General fund salary of teacher

Goal 1 (State your reading and math goal.):
Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Continue to implement digital resources to reinforce instruction to increase academic performance.Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.Subject-level groups will meet K-6 to discuss currently available software regarding usage, needs to be met/not met, etc.	Improved scores	Screening reports	General, ESSER, Title I Part A
		<ul style="list-style-type: none">Reading interventionists will be employed for additional classroom support in our primary grades.	Improved scores	Screening reports	General, ESSER, and Title I Part A

Goal 1 (State your reading and math goal.):
Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Some teachers in grades K-5 are participating in the LETRS Professional Learning opportunity through KDE to increase reading outcomes for elementary students by providing high-quality, job-embedded professional learning about HOW students learn to read.	Increase in reading skills for students	Reading Class Implementation of LETRS skills	None (KDE provided)
		<ul style="list-style-type: none">Learning Studios will be piloted in various classrooms K-6 to provide for different learning modalities (technology, future-ready, individual, small group instruction).Some teachers are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen that connection between teacher strategies and student learning.KAGAN coaching for teacher leaders during the 23-24 school year and all faculty during the 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.	Increase in number of academic skills for students	Classroom Implementation & Screening Reports	None

Goal 1 (State your reading and math goal.):
Pikeville Elementary School will increase the percent of all students scoring proficient and distinguished in the areas of reading and math on KSA (reading from 66% to 78.5% and math 65% to 80.4%) by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Administrators will provide walk-through insights and communicate to faculty periodically.	Observations	Observations	None
		<ul style="list-style-type: none">According to funding, the Summer Program may be offered to continue learning opportunities.	Increase in number of academic skills for students	Classes and lessons	ESSER
		Digital Learning Coaches will: <ul style="list-style-type: none">assess the needs of teachers and offer collaborative planning with teachers to integrate technology into lesson plans and to help eliminate any concerns or challengesOffer professional learning to teachers on the latest trends and tools in digital educationCreate a resource website of digital resources and tools to be accessed by teachersinvolve students in collaboration efforts to understand their preferences and needsCelebrate successes and recognize successful implementations of digital learning in classrooms.	Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC.	Classroom Implementation and screening reports	WEP Grant

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate with stakeholders to increase the overall number scoring proficient and distinguished in science, social studies, and writing for Pikeville Increase PES science 49% to 54%, social studies 66% to 68.7%, and combined writing 79% to 81.5% by May 2024 as measured by state assessment.	Design, Align, and Deliver Support	<ul style="list-style-type: none">The principal will give two "I and I" (Implementation and Impact) checks to the School SBDM Council and Board of Education yearly.	School Improvement	SBDM Minutes & Board Agenda	None
		<ul style="list-style-type: none">Vertical team meetings will be conducted by content area and/or grade level team meetings as needed.	Faculty/Staff Surveys	Meeting Agendas	None
		<ul style="list-style-type: none">Teachers will be provided professional learning opportunities, as needed, that are offered through our educational cooperatives, as well as other opportunities that may arise outside our educational cooperatives. After these opportunities, teachers will share relevant information with co-workers in a scheduled PD session.Teachers will be able to individualize up to 6 hours of PD (Flex) as approved by the administration. This will be monitored through a Google Classroom.	Professional Development; PD Documentation	PD Agenda	Title I Part A, Title II Part A, Title V, and General

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Planned release time will be provided, as needed, for teachers to meet regarding data analysis, professional learning, or other needs determined by the administration.	Agenda	Agendas	Title I Part A
		<ul style="list-style-type: none">Teachers will incorporate technology resources each week while vertically aligning instruction to required Kentucky Technology Standards.Students will be exposed to technology on a greater scale with the employment of a full-time technology teacher.	Lesson plans	Visible in classrooms and observations	General fund salary of teacher

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Continue to implement digital resources to reinforce instruction to increase academic performance.Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.Subject level groups will meet K-6 to discuss software currently available regarding topics such as usage needs being met/not met, etc.	Improved scores	Screening reports	General, ESSER, Title I Part A
		<ul style="list-style-type: none">Continue to update & follow the revised K-12 Writing Plan.A writing team will be established which is composed of teachers, school	Improved On-Demand Writing Scores; Improved writing skills for students	On-Demand Writing Scoring at least 3 times per year.	Title II Part A for subs

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		administrators, and district administrators. <ul style="list-style-type: none">The writing team will meet periodically to score on-demand writings to assist with timely feedback to students.The writing team will meet in grade bands to ensure implementation of the writing plan.Writing strategies implemented across the curriculum (Do-What and STRAP writing strategies.			
		<ul style="list-style-type: none">Social Studies Teachers will collaborate with school & district administration to align assessment and lessons with the new accountability system.	Improved Social Studies scores and vertical alignment	Social Studies Team Meetings	Title II Part A for Subs
		<ul style="list-style-type: none">Updated Science Policy and K-12 Science Plan established which is aligned to NGSS.Science Team established and composed of teachers, as well as district and school administration.	Vertically Aligned Completed Plan	Lessons used in classroom, science plan, science team meetings	Title II Part A for Subs

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">● Use funds from the National Science Foundation (NSF) Grant to support all fields of science and engineering for STEAM-related activities in content areas. This includes the focus on programs such as Project Lead the Way, Coding, and STEAM Lending Library Resources.● National Science Foundation-funded partnerships with Digital Promise will help support cross-curricular integration of STEM-related PBL & Deeper Learning opportunities over the next three years.<ul style="list-style-type: none">○ K-4 teachers will have the option to participate in the East KY Summer STEAM Institute, as well as, optional Deeper Learning- Critical & Computational Thinking-based planning workshops with the continuation of National Science Foundation Funding through the Digital Promise Partnership.○ 5th-8th grade teachers will have the option to participate in the Drawing on Kinship Heritage-based Problem Based Learning	Increased teacher knowledge around NGSS Standards and increased Science Assessment Scores	Lesson plans/Admin observations	None

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">According to funding, Summer Programs are offered to continue learning opportunities.	Increase in number of academic skills for students	Summer Classes and lessons	ESSER
		<ul style="list-style-type: none">3rd-6th grades will administer a universal MAP screening assessment 3 times per year for science (fall, winter, and spring).	Benchmark Assessment Data	Reports	General funding
		<ul style="list-style-type: none">ACE Navigator (Individual Learning Plan - ILP's) for 6th-grade students.	Student ILP	Student ILP	ESSER
		<ul style="list-style-type: none">Administrators will provide walk-through insights and communicate with faculty periodically.	Observations	Observations	None

Goal 2 (State your science, social studies, and writing goal.):
Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">● Learning Studios will be piloted in various classrooms K-6 to provide for different learning modalities (technology, future ready, individual, small group instruction).● Several teachers are participating in the Deeper Learning Initiative through our educational cooperative (KVEC) to deepen the connection between teacher strategies and student learning.● KAGAN coaching for teacher leaders during the 23-24 school year and all faculty during the 24-25 school year to learn how to effectively implement Kagan structures in their classroom to enhance student engagement and collaborative learning.	Increase in number of academic skills for students	Classes and lessons	WEP Grant and Deeper Learning Grant

Goal 2 (State your science, social studies, and writing goal.): Increase the percent of all students scoring proficient and distinguished in the areas of science, social studies, and writing on KSA under Separate Academic Indicator for Pikeville Elementary School students (science 49% to 68.8%, social studies 66% to 76.9%, and combined writing 79% to 89% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Digital Learning Coaches will: <ul style="list-style-type: none"> ● assess the needs of teachers and offer collaborative planning with teachers to integrate technology into lesson plans and to help eliminate any concerns or challenges ● Offer professional learning to teachers on the latest trends and tools in digital education ● Create a resource website of digital resources and tools to be accessed by teachers ● involve students in collaboration efforts to understand their preferences and needs ● Celebrate successes and recognize successful implementations of digital learning in classrooms. 	Feedback and Surveys from teachers; Evaluate improvements in students' academic achievements after working with DLC.	Classroom Implementation and screening reports	WEP Grant

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
<p><u>Objective 1</u> Set specific and measurable targets to bridge learning gaps.</p> <p><u>Objective 2</u> Offer supports to help students reach content proficiency to increase scores for all students in the gap groups in all content areas.</p> <p><u>Objective 3</u> Regularly assess the progress of students to adjust instruction to increase scores in all content areas.</p>	<p>Review, Analyze and Apply Data</p> <p>Design and Deliver Instruction</p> <p>Establishing a Learning Culture and Environment</p>	<ul style="list-style-type: none">● All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring).● Students in K-6th will take Renaissance Place screener in reading and math.● 3rd-6th grades will administer a universal MAP screening assessment 3 times per year for science (fall, winter, and spring).	Benchmark Assessment Data	Reports	General funding
		<ul style="list-style-type: none">● Continue to implement digital resources to reinforce instruction to increase academic performance.● Teachers evaluate the effectiveness of digital resources in their classrooms by reviewing reports after student usage.● Administration will evaluate the effectiveness of our educational technology resources by regularly reviewing and adapting based on reports to ensure a continuous cycle of improvement in educational effectiveness.● Subject-level groups will meet K-6 to discuss software currently available regarding topics such as usage, needs to be met/not met, etc.	Improved scores	Screening reports	General funding and Title I Part A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Administrators will meet with teacher teams (including special educators) following each benchmark assessment to identify targeted (gap) students.They will work towards establishing remediation strategies to reach the goal of 80% proficiency in reading and math.They will incorporate differentiation into core instruction, assessment, and intervention strategies while monitoring student growth consistently (MTSS).	Benchmark Assessment Data	Meeting Agenda/Benchmark Reports	General Fund for assessments
		<ul style="list-style-type: none">Targeted students will be progress monitored on the following schedule: Tier 2- at least once every two weeks; Tier 3 - Once every week.	Progress Monitoring Reports	Progress Monitoring reports	None
		<ul style="list-style-type: none">Progress monitoring data will be used to differentiate instructional plans and to adjust student intervention groupings.	Differentiated lesson plans	Lesson Plans	None
		<ul style="list-style-type: none">The school will continue our Panther PBIS program - "WE ARE PIKEVILLE"	Improved behavior by monitoring IC for behavior reporting	Fewer discipline referrals	None
		<ul style="list-style-type: none">Through vertical team meetings, the common language among content areas will be developed that will allow a more uniform approach throughout the school.	More consistency	Vertical Alignment Meetings to discuss	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">● Collaboration will be increased among regular and special educators to help with expected integration of reading, math, science, writing, and social studies standards.	Improved test scores & classroom assignment grades	Lesson plans/Walkthroughs	None
		<ul style="list-style-type: none">● The Family Resource Center will conduct Family Nights in various academic engagement throughout the school year.	Sign in sheets	Surveys and sign in sheets	Title I Part A and Family Resource
		<ul style="list-style-type: none">● ESS will be offered during the school day for additional support for students falling in tiers 2 and 3.	Improved class scores and benchmark scores	ESS Teacher and classroom teacher collaboration	ESS
		<ul style="list-style-type: none">● Exit criteria for each grade level will be reviewed to identify learning gaps and help differentiate to get students on grade level.	Improved class scores and benchmark scores	Exit Criteria met/Parent Meetings	ESSER

4: English Learner Progress

Goal 4 (State your English Learner goal.): Our English Learners will have an increase of 0.5 overall proficiency level on their yearly EL state test (WIDA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> Develop basic language skills, including reading, writing, speaking, and listening. <u>Objective 2</u> Encourage engagement through age-appropriate literature to enhance language acquisition.	Design and Deliver Instruction Establishing a Learning Culture and Environment	<ul style="list-style-type: none">● Use targeted EL applications (example: Rosetta Stone) for translation	Improved English Language Understanding	Classes, Lessons, WIDA Assessment	General/ ESSER
		<ul style="list-style-type: none">● Full English Immersion classrooms are used to expose EL students to the English language.	Improved English Language Understanding	Classes, Lessons, WIDA Assessment	None
		<ul style="list-style-type: none">● Labels will be used around the classroom (including both home language + English language) of common items such as garbage can, pencil sharpener, etc.	Improved English Language Understanding	Classroom Observation	Title I
		<ul style="list-style-type: none">● According to funding, a Summer Program may be offered to continue learning opportunities.	Increase in number of academic skills for students	Summer classes and lessons	ESSER

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase our Quality of School Climate and Safety indicator to at least 95% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<ul style="list-style-type: none"><u>Objective 1</u> Promote a positive environment where students feel included, safe, and respected.<u>Objective 2</u> Implement the promotion of positive behavior and establish clear student expectations.	Establishing Learning Culture and Environment	<ul style="list-style-type: none">Partner with a psychologist to work within our school to invest in the social and emotional needs of our students and educators.	Similar questions within sessions for evaluation of program	Questionnaire	ESSER
		<ul style="list-style-type: none">Partner with Mountain Comprehensive Care to work within our school to invest in the social and emotional needs of students.	Questioning within sessions	Wellness Meetings	None
		<ul style="list-style-type: none">Teachers will incorporate various types of SEL activities within their lessons (such as talk circles and morning meetings).	Observation	Lesson Plans	None
		<ul style="list-style-type: none">Opportunity for professional development regarding social emotional learning.	Professional Development	Agendas	None
		<ul style="list-style-type: none">Incorporate character education into classroom instruction (such as check in/out, DARE, PRIDE; Pride Lessons; Suicide Prevention; Bullying Education; Zones of Regulation; Crumpled Heart) – School Counselor working with teachers.	Observation	Lesson Plans	None
		<ul style="list-style-type: none">PRIDE Committee will meet to analyze the QSC reports in relation to school improvement.	Implementations made from analyzations	Meeting Agenda	None
		<ul style="list-style-type: none">Continue to implement District Trauma-Informed Education Plan	Trauma-Informed PD	Trauma-Informed Plan	None

Goal 5 (State your climate and safety goal.): Increase our Quality of School Climate and Safety indicator to at least 95% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">• The district’s Youth Service Center will continue the Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, and 12 to assess risk and protective factors.	Analysis of survey results	Wellness meeting	None
		<p>Incorporate Leader in Me in PES by adopting the principles and practices of the program by doing the following:</p> <ul style="list-style-type: none">• Educate on LIM concepts and 7 habits• Assess how LIM can align with our school goals• Train staff to ensure understanding of effectively implementing the program and on the resources available online• Integrate principles into teaching curriculum in all classes (K-6th) by teaching leadership habits and incorporating related activities• Incorporate an environment where everyone feels empowered to contribute and take on leadership roles• Regularly assess LIM program by getting frequent feedback from teachers and students• Involve parents and community to create a holistic approach	Teacher/Student Feedback & Surveys	Observations of implementation of LIM habits, roles/responsibilities, mission statements	WEP Grant