

Roy G Eversole Elementary Comprehensive School Improvement Plan (CSIP) 2023-2024

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

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.

On the Kentucky Summative Assessment in 3rd grade mathematics, our school’s average score of 513 (Apprentice) was 5 points below the state average of 518 (Apprentice).

On the Kentucky Summative Assessment, only 33% of students in the achievement gap scored Proficient/Distinguished in reading when compared to 68% of the non-gap learners.

On the Kentucky Summative Assessment, only 29% of students in the achievement gap scored Proficient/Distinguished in mathematics when compared to 55% of non-gap learners.

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.

Guaranteeing that our staff members are working collaboratively to ensure the success of both each other and all our students is a priority for our school over the next year. To help our school become as successful as it can be, we must all work together to ensure that we are doing what is needed for all our students to reach their full potential. When teachers and students experience success daily, it also fosters a more positive environment and culture in our school.

Having open and full communication and fostering positive relationships between the school, parents/students, and the local community is a huge focus for Roy G Eversole and our district as a whole. The success of all our staff members and students relies heavily on the relationships and open communication we have with all stakeholders. This also helps to foster a positive learning environment and culture within our school, which is a main priority for us.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium Reading Index: 67.0 Mathematics Index: 56.1	Increased Reading Index: +8.8 Mathematics Index: +4.1
State Assessment Results in science, social studies and writing	Medium Science Index: 65.4	Increased Science Index: +7.6
English Learner Progress	*No Data Available*	*No Data Available*
Quality of School Climate and Safety	Low Climate Index: 76.1 Safety Index: 69.6	Declined Climate Index: -3.1 Safety Index: -5.3

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
<p>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.</p>	<p>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, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, Roy G Eversole Elementary will increase the combined reading and mathematics percentage of Proficient/Distinguished from 42.5% to 52.1%.</p> <p>Objective 2 By 2024, Roy G Eversole Elementary will increase yearly student attendance from 88.86% to 90.72%.</p> <p>Objective 3 By 2024, Roy G Eversole Elementary will increase yearly teacher attendance from 89.7% to 91.4%.</p>	<p>*Design and Deliver Instruction: Ensure alignment between standards, learning targets, and both formative and summative assessments.</p>	<p>*Professional Development will be provided for teachers and support staff to ensure teacher effectiveness and student growth. *A Professional Development Plan for Schools has been developed and will be implemented throughout the 2023-2024 school year. *Teachers will work in PLC groups to develop appropriate lesson plans and curriculum maps to address gaps in learning and to ensure high quality instruction. *Teachers, administrators, and support staff will work together to assess current educational resources for effectiveness and choose appropriate resources based on those that will be most effective and have the most positive impact on student learning. *Teachers will do formative assessment daily with their students to check for learning mastery and student growth. Teachers will utilize results from formative assessments to inform</p>	<p>*MAP assessment will be given 3 times per year. The number/percent of students who score Proficient/Distinguished on the MAP assessment will improve throughout the school year. *Star assessment will be given 3 times per year. The number/percent of students who score in the bottom 25% in reading will decrease throughout the school year. *Students with Reading Intervention Plans will show progress on individual goals and improve scores on both the Map and Star assessments throughout the school year. *Students in Response to Intervention/What I Need classes will show progress on individual goals and will move to different tiers as improvement is shown. *KSA results from each year will show an improvement</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, Star assessment data, Fastbridge assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings. *Reports will periodically be given during SBDM and Board meetings. *Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p>	<p>*SBDM *Title I *ESSER Funds</p>

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>teaching.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA, Map, Star, and Fastbridge assessments and identify areas of need.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze assessment data to address individual student needs and develop caseloads for RTI placement and intervention.</p> <p>*Utilizing data from KSA, Map, and Star assessments as well as daily formative and summative assessments, teachers will make recommendations for students to work with the Hindman Settlement School interventionist daily in reading.</p> <p>*As students who are struggling are identified through collecting and analyzing data, a plan will be discussed and put into place with all stakeholders to help promote that individual student's success.</p> <p>*Principal will conduct walk-throughs and observations to</p>	<p>in the number of Proficient/Distinguished students in both reading and mathematics.</p> <p>*Data from walk-throughs and observations of teachers will show instructional effectiveness and improvements throughout the school year.</p> <p><u>Person(s) Responsible:</u></p> <p>*Principal *Guidance Counselor *Teachers *Learning Loss Interventionists/Coordinator *Hindman Settlement School Interventionists</p>		

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>ensure teacher and instructional effectiveness.</p> <p>*In the event there is no school, Hazard Independent will implement Non-Traditional Instruction Days to ensure that high quality instruction is not interrupted and will continue throughout the school year.</p>			
	<p>*Establish Learning Culture & Environment: Establish positive relationships with parents/guardians and create communication protocols for parents/guardians to receive information regarding placement and progress in intervention support systems.</p>	<p>*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement and provide opportunities for all stakeholders to meet to discuss progress. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks.</p> <p>*Teachers will use Remind groups or social media groups to create open communication between parents and teachers.</p> <p>*The school will work with FRYSC, PTO, and other community partners to hold family engagement nights to help promote family involvement and relationships.</p> <p>*MTSS committee will develop more specific protocols for RTI</p>	<p>*As communication increases between school staff and parents, parent involvement will increase during Open House nights, Family Nights, etc.</p> <p>*Students in Response to Intervention/What I Need classes will show progress on individual goals and will move to different tiers as improvement is shown.</p> <p>*Students with Reading Intervention Plans will show progress on individual goals and improve scores on both the Map and Star assessments throughout the school year.</p> <p>*MAP assessment will be given 3 times per year. The number/percent of students</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, Star assessment data, Fastbridge assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings.</p> <p>*Reports will periodically be given during SBDM and Board meetings</p>	<p>*SBDM</p> <p>*Title I</p> <p>*ESSER Funds</p>

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>placements and procedures that will be utilized school wide. In those procedures will be detailed protocols for contacting parents about RTI and student progress.</p> <p>*The school will offer Extended School Services both after school and in the summer to provide more intensive small group instruction/intervention and promote growth.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA scores and identify areas of need.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze MAP assessment, STAR assessment, Fastbridge assessment, and IXL assessment data to address individual student needs and develop caseloads for RTI placement and intervention. Each time new assessment data is available, grade level and WIN (What I Need) teams will meet to discuss student progress and adjust groupings as needed.</p>	<p>who score Proficient/Distinguished on the MAP assessment will improve throughout the school year.</p> <p>*Star assessment will be given 3 times per year. The number/percent of students who score in the bottom 25% in reading will decrease throughout the school year.</p> <p>*KSA results from each year will show an improvement in the number of Proficient/Distinguished students in both Reading and Mathematics.</p> <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> *Principal *Guidance Counselor *Teachers *FRYSC Coordinator *Learning Loss Interventionists/Coordinator *Hindman Settlement School Interventionists 		

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>*In the event there is no school, Hazard Independent will implement Non-Traditional Instruction Days to ensure that high quality instruction is not interrupted and will continue throughout the school year.</p>			
	<p>*Review, Analyze, & Apply Data: Teachers and support staff will compile data notebooks, analyze data for individual students at least twice monthly in PLC meetings, and make appropriate adjustments to instruction, RTI/WIN groups, etc. based on data gathered.</p>	<p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA scores and identify areas of need. *Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze MAP assessment, Star assessment, Fastbridge assessment, and IXL assessment data to address individual student needs and develop caseloads for RTI/WIN placement and intervention. *Utilizing data from KSA, Map, and Star assessments as well as daily formative and summative assessments, teachers will make recommendations for students to work with the Hindman Settlement School interventionist daily in reading. *As available, KSA, Star, and MAP</p>	<p>*Students in Response to Intervention/WIN classes will show progress on individual goals and will move to different tiers as improvement is shown. *Data from classroom assessments will show an increase in achievement among students. *MAP assessment will be given 3 times per year. The number/percent of students who score Proficient/Distinguished on the MAP assessment will improve throughout the school year. *Students with Reading Intervention Plans will show progress on individual goals and improve scores on both the Map and Star assessments throughout the</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, Fastbridge assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings. *Reports will periodically be given during SBDM and Board meetings. *Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p>	<p>*SBDM *Title I *ESSER Funds</p>

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>assessment data will be analyzed during PLC meetings and with administration and support staff. Specific areas under both reading and mathematics assessment will be looked at to determine strongest areas of need, and high-quality instructional methods will be utilized to ensure those areas are covered in the classroom.</p> <p>*Teachers and support staff will keep track of attendance for each student and will be able to determine how attendance is or is not affecting student achievement. Plans will be developed to address those with poor attendance affecting student progress and achievement.</p> <p>*As students who are struggling are identified through collecting and analyzing data, a plan will be discussed and put into place with all stakeholders to help promote that individual student's success.</p> <p>*Utilizing Star Screening data, students in grades K-3 who are in the bottom 25% in reading will be identified and a reading intervention plan will be developed cooperatively with a team that</p>	<p>school year.</p> <p>*KSA results from each year will show an improvement in the number of Proficient/Distinguished students in both reading and mathematics.</p> <p>*Star assessment will be given 3 times per year. The number/percent of students who score in the bottom 25% in reading will decrease throughout the school year.</p> <p><u>Person(s) Responsible:</u></p> <p>*Principal *Guidance Counselor *Teachers *Hindman Settlement School Interventionists *FRYSC Coordinator *Learning Loss Interventionists/Coordinator</p>		

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>*Review, Analyze, & Apply Data: Teachers and attendance clerk will work collaboratively to monitor student attendance and report to administrators when students are truant.</p>	<p>includes parents, teachers, and administration.</p> <p>*Office staff will make adequate efforts to contact each absent student daily, and documentation of efforts will be kept on file in the office.</p> <p>*After 3 unexcused absences, teachers/office staff will make a parent contact. After 6 unexcused tardies or 5 unexcused absences, a letter will be sent home to parents. Further unexcused absences will result in a home visit by principal, Learning Loss Intervention Coordinator, FRYSC director, DPP, etc. as deemed necessary.</p> <p>*Attendance Clerk or other staff members will send a list of truant students to DPP, Learning Loss Coordinator, Principal, etc. at least once per month or more often as deemed necessary to help keep track of those students who have chronic absenteeism.</p> <p>*Attendance committee will meet with principal and other administrators to discuss chronic absenteeism and identify strategies to improve attendance.</p> <p>*Classes with perfect attendance</p>	<p>*As student attendance increases, scores on MAP and Star assessments given three times per year will increase.</p> <p>*As student attendance increases, grades and scores on formative and summative assessments in the classroom will increase.</p> <p>*Overall student achievement and grades will increase as student attendance at school increases.</p> <p>*KSA results from each year will show an improvement in the number of Proficient/Distinguished students in both reading and mathematics as student attendance increases.</p> <p><u>Person(s) Responsible:</u></p> <p>*Principal</p> <p>*Guidance Counselor</p> <p>*Teachers</p> <p>*Attendance Clerk</p>	<p>*Attendance data, Formative and Summative classroom assessment data, MAP assessment data, Star assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings.</p> <p>*Reports will periodically be given during SBDM and Board meetings.</p>	<p>*SBDM</p> <p>*Title I</p> <p>*ESSER Funds</p>

Goal 1 (State your reading and math goal.): By the year 2026, Roy G Eversole Elementary will increase scores for combined reading and mathematics from 42.5% of students scoring Proficient or Distinguished to at least 63.8% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and individual students with perfect attendance will be recognized periodically to encourage student attendance. Attendance challenges and other strategies to encourage attendance will be conducted at least monthly for individual students and classroom challenges will be conducted daily.	*FRYSC Coordinator *Learning Loss Coordinator		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By the year 2026, Roy G Eversole Elementary will increase KSA scores in science from 40% of students scoring Proficient or Distinguished to at least 70% of students scoring Proficient or Distinguished.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, Roy G Eversole Elementary will increase the percentage of students receiving a Proficient/Distinguished on the science portion of the KSA assessment from 40% to 50%.</p>	<p>*Design and Deliver Instruction: Ensure alignment between standards, learning targets, and both formative and summative assessments.</p>	<p>*Professional Development will be provided for teachers and support staff to ensure teacher effectiveness and student growth. *A Professional Development Plan for Schools will be developed and implemented throughout the 2023-2024 school year. *Teachers will work in PLC groups to develop appropriate lesson plans and curriculum maps to address learning gaps and to ensure high quality instruction. *Teachers will do formative assessment daily with their students to check for learning mastery and student growth. *Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA scores and identify areas of need. *Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze MAP assessment and IXL assessment data to address individual student needs and develop caseloads for</p>	<p>*MAP assessment will be given 3 times per year. The number/percent of students who score Proficient/Distinguished on the MAP assessment will improve throughout the school year. *KSA results from each year will show an improvement in the number of Proficient/Distinguished students in science. *Data from walk-throughs and observations of teachers will show instructional effectiveness and improvements throughout the school year.</p> <p>Person(s) Responsible: *Principal *Guidance Counselor *Teachers *Learning Loss Interventionists/Coordinator</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, and RTI (WIN) class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings. *Reports will periodically be given during SBDM and Board meetings. *Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p>	<p>*SBDM *Title I *ESSER Funds</p>

Goal 2 (State your science, social studies, and writing goal.): By the year 2026, Roy G Eversole Elementary will increase KSA scores in science from 40% of students scoring Proficient or Distinguished to at least 70% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		RTI placement and intervention. *Principal will conduct walk-throughs and observations to ensure teacher and instructional effectiveness. *In the event there is no school, Hazard Independent will implement Non-Traditional Instruction Days to ensure that high quality instruction is not interrupted and will continue throughout the school year.			
	*Establish Learning Culture & Environment: Establish positive relationships with parents/guardians and create communication protocols for parents/guardians to receive information regarding placement and progress in intervention support systems.	*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement and provide opportunities for all stakeholders to meet to discuss progress. Open House for 3 rd /4 th grade will be held during midterm, and Open House for grades K-2 nd will be held at the end of each 9 weeks. *Teachers will use Remind groups or social media groups to create open communication between parents and teachers. *The school will work with Save the Children and FRYSC to hold family engagement nights to help promote family involvement and relationships.	*As communication increases between school staff and parents, parent involvement will increase during Open House nights, Family Nights, etc. Having parents more involved will in turn increase student achievement. *Students in Response to Intervention/WIN classes will show progress on individual goals and will move to different tiers as improvement is shown. *MAP assessment will be given 3 times per year. The number/percent of students who score	*Formative and Summative classroom assessment data, MAP assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during monthly PLC meetings. *Reports will periodically be given during SBDM and Board meetings.	*SBDM *Title I *ESSER Funds

Goal 2 (State your science, social studies, and writing goal.): By the year 2026, Roy G Eversole Elementary will increase KSA scores in science from 40% of students scoring Proficient or Distinguished to at least 70% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>*MTSS committee will develop more specific protocols for RTI placements and procedures that will be utilized school wide. In those procedures will be detailed protocols for contacting parents about RTI and student progress.</p> <p>*Offer Response to Intervention/ What I Need classes for students who are struggling to provide more intensive small group instruction/intervention and promote growth.</p> <p>*Offer Extended School Services both after school and in the summer to provide more intensive small group instruction/intervention and promote growth.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA scores and identify areas of need.</p> <p>*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze MAP assessment, STAR assessment, and IXL assessment data to address</p>	<p>Proficient/Distinguished on the MAP assessment will improve throughout the school year.</p> <p>*KSA results from each year will show an improvement in the number of Proficient/Distinguished students in science.</p> <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> *Principal *Guidance Counselor *Teachers *FRYSC Coordinator *Learning Loss Interventionists/Coordinator 		

Goal 2 (State your science, social studies, and writing goal.): By the year 2026, Roy G Eversole Elementary will increase KSA scores in science from 40% of students scoring Proficient or Distinguished to at least 70% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		individual student needs and develop caseloads for RTI placement and intervention. *In the event there is no school, Hazard Independent will implement Non-Traditional Instruction Days to ensure that high quality instruction is not interrupted and will continue throughout the school year.			
	*Review, Analyze, & Apply Data: Teachers and support staff will compile data notebooks, analyze data for individual students at least twice monthly in PLC meetings, and make appropriate adjustments to instruction, RTI groups, etc. based on data gathered.	*Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze data from KSA scores and identify areas of need. *Teachers, support staff, learning loss intervention personnel, and school leadership will work together to analyze MAP assessment and IXL assessment data to address individual student needs and develop caseloads for RTI placement and intervention. *As available, KSA and MAP assessment data will be analyzed during PLC meetings and with administration and support staff. Specific areas under the science assessment will be looked at to determine strongest areas of need, and high-quality instructional	*Students in Response to Intervention/WIN classes will show progress on individual goals and will move to different tiers as improvement is shown. *Data from classroom assessments will show an increase in achievement among students. *MAP assessment will be given 3 times per year. The number/percent of students who score Proficient/Distinguished on the MAP assessment in science will improve throughout the school year. *KSA results from each year will show an improvement in the number of	*Formative and Summative classroom assessment data, MAP assessment data, and RTI/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings. *Reports will periodically be given during SBDM and Board meetings. *Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3 rd /4 th grade will be held during midterm, and Open House for grades K-2 nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.	*SDBM *Title I *ESSER Funds

Goal 2 (State your science, social studies, and writing goal.): By the year 2026, Roy G Eversole Elementary will increase KSA scores in science from 40% of students scoring Proficient or Distinguished to at least 70% of students scoring Proficient or Distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>methods will be utilized to ensure those areas are covered in the classroom.</p> <p>*Teachers and support staff will keep track of attendance for each student and will be able to determine how attendance is or is not affecting student achievement. Plans will be developed to address those with poor attendance affecting student progress and achievement.</p> <p>*As students who are struggling are identified through collecting and analyzing data, a plan will be discussed and put into place with all stakeholders to help promote that individual student’s success.</p>	<p>Proficient/Distinguished students in science.</p> <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> *Principal *Guidance Counselor *Teachers *FRYSC Coordinator *Learning Loss Interventionists/Coordinator 		

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>Objective 1 By 2024, Roy G Eversole Elementary will increase combined reading and math scores for students in the achievement gap (low socioeconomic) from 31% of students in the gap group scoring Proficient/Distinguished to at least 42.5% of students in the gap group scoring Proficient/Distinguished.</p> <p>Objective 2 By 2024, Roy G Eversole Elementary will ensure that students in tier 2 or 3 of the RTI program and students who have been identified with an IEP are receiving adequate support and interventions in the least restrictive environment while also ensuring that individual</p>	<p>*Review, Analyze, & Apply Data: Establish protocols for and ensure that data from formative and summative assessment results, KSA assessment results, and universal screener data are utilized appropriately to determine tiered intervention and individualized needs.</p>	<p>* MTSS Committee will develop a clearly defined academic MTSS school process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, progress monitoring checks, etc.</p> <p>*Professional development will be provided to teachers and staff schoolwide to provide them with the information and tools to effectively implement the new academic MTSS process and to appropriately utilize data for placement in tiers. This will create a consistent academic MTSS program schoolwide and ensure teacher effectiveness and student growth.</p> <p>*Academic What I Need (WIN) classes will be offered for all students to ensure student intervention and growth. Student progress will be tracked throughout the intervention process to ensure</p>	<p>*Data from formative and summative assessments will show improvement in scores in reading or mathematics for those students in the gap group.</p> <p>*Data collected during academic MTSS (WIN classes) will show improvements in reading and mathematics scores and students may possibly move up to different tiers of the academic MTSS process.</p> <p>*MAP assessment will be given 3 times per year. The number/percent of students in the Gap Group who score</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, and academic MTSS/WIN class progress data will be monitored by teachers and school leadership during twice monthly PLC meetings.</p> <p>*Reports will periodically be given during SBDM and Board meetings.</p> <p>*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p> <p>*For students in the RTI program, progress monitoring will occur weekly to determine if progress is being made in the current tier of instruction.</p> <p>*For students with IEPs, progress on individual goals will be monitored every two weeks or as stated in the individual goal to ensure progress is</p>	<p>*SBDM *Title I *ESSER Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>student needs are being met.</p>		<p>maximum growth. * Teachers and support staff will compile data notebooks, analyze data for individual students at least twice monthly in PLC meetings, and make appropriate adjustments to and/or change current instructional plans, student intervention groupings, etc. based on data gathered. *Star assessment will be given 3 times per year and students who score below the 25th percentile on the assessment will be given a reading intervention plan. Identified students will be given the Fastbridge diagnostic assessment to identify specific areas of need to be targeted in the individualized reading intervention plan. Progress toward individual goals in reading plans will be monitored daily/weekly as needed and analyzed during PLC meetings, RTI/Win Group meetings, etc. *As available, KSA and MAP assessment data will be analyzed during PLC meetings and with administration and support staff. Specific areas under both mathematics and reading will be looked at to determine strongest areas of need for students in the RTI program.</p>	<p>Proficient/Distinguished on the MAP assessment will improve throughout the school year. *Star assessment will be given 3 times per year. The number/percent of students in the Gap Group who score below the 25th percentile on the Star assessment will decrease throughout the school year. *KSA results from each year will show an improvement in the number of Proficient/Distinguished students in the gap group in both reading and mathematics. *Data from walk-throughs and observations of teachers will show instructional effectiveness and improvements throughout the school year.</p>	<p>being made.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>*A professional development plan will be developed and implemented for the 2023-2024 school year. Strongest identified needs will be made a priority for improvement.</p> <p>*Learning Loss Intervention and Hindman Settlement School Staff will utilize data to target students who scored novice or apprentice on previous KSA or MAP assessments. They will also target students who have noticeable learning loss to close gaps in learning from previous school years.</p> <p>*Teachers will utilize data to identify students who have noticeable learning loss or who are struggling academically, and those students will be included in the ESS program either after school two times per week or at the end of the school year.</p> <p>*Learning Loss Coordinator at the district level and learning loss certified and classified employees at the school level will have targeted group of students for whom they will provide small group instruction, one-on-one instruction, etc. as needed to address learning loss or learning gaps.</p> <p>*Additional programs or activities have been purchased and implemented to help students who</p>	<p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> *Principal *Guidance Counselor *Teachers *Learning Loss Intervention Staff *Hindman Settlement School Interventionist *Attendance Clerk/Parent Liaison 		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>have learning loss or learning gaps in reading and math improve their academic achievement.</p> <p>*Principal will conduct walk-throughs and observations to ensure teacher and instructional effectiveness and will take an active role in discussion of individual student progress during PLC meetings, MTSS meetings, etc.</p>			
	<p>*Review, Analyze, & Apply Data: Ensure that teachers are assessing students with formative and summative assessments that are aligned with the standards and appropriate learning targets.</p>	<p>*Professional development will be provided to teachers and staff to help them develop appropriate curriculum maps and assessments that are aligned to the standards. This will ensure both teacher effectiveness and student growth.</p> <p>*PLC meetings will be conducted twice monthly to analyze student evidence/data and make instructional improvements based on student data/areas of need.</p> <p>*As available, KSA and MAP assessment data will be analyzed during PLC meetings and with administration and support staff. Specific areas under both mathematics and reading will be looked at to determine strongest areas of need for students in the gap group.</p> <p>*Principal will conduct walk-throughs and observations to ensure teacher and instructional</p>	<p>*MAP assessment will be given 3 times per year. The number/percent of students in the Gap Group who score Proficient/Distinguished on the MAP assessment will improve throughout the school year.</p> <p>*KSA results from each year will show an improvement in the number of Proficient/Distinguished students in the gap group in both reading and mathematics.</p> <p>*Data from walk-throughs and observations of teachers will show instructional</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, Star assessment data, Fastbridge assessment data, and RTI class progress data will be monitored by teachers and school leadership during monthly PLC meetings.</p> <p>*Reports will periodically be given during SBDM and Board meetings.</p> <p>*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p> <p>*For students in the RTI program, progress monitoring will occur weekly/daily as needed to determine if progress is being made in the current tier of instruction.</p> <p>*For students with IEPs, progress on</p>	<p>*SBDM</p> <p>*Title I</p> <p>*ESSER Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		effectiveness.	effectiveness and improvements throughout the school year. <u>Person(s) Responsible:</u> *Principal *Guidance Counselor *Teachers *Learning Loss Intervention Staff *Attendance Clerk/Parent Liaison	individual goals will be monitored every two weeks or as stated in the individual goal to ensure progress is being made.	
	<p>*Design, Align, & Deliver Support: Ensure that students with IEPs receive appropriate services and special education teachers have adequate time to provide appropriate support to students throughout the school day to maximize student achievement and allow access to the general curriculum to the largest extent possible.</p>	<p>* Collaboration will be increased among regular and special education teachers in regular education classrooms to increase consistency on delivery of instruction and provide the most academic support possible for students.</p> <p>*Professional development for both special education and general education teachers to ensure that students with IEPs (Individualized Education Program) are receiving appropriate services and support both in the general education and resource setting.</p> <p>*Administrators/Teachers (including special education staff) will meet after each benchmark assessment to identify targeted</p>	<p>*MAP assessment will be given 3 times per year. The number/percent of students in the Gap Group who score Proficient/Distinguished on the MAP assessment will improve throughout the school year.</p> <p>*Overall, students in the gap group will show improvement on classroom summative and formative assessments, and overall academic success in the classroom will increase.</p>	<p>*Formative and Summative classroom assessment data, MAP assessment data, Star assessment data, Fastbridge assessment data, and RTI class progress data will be monitored by teachers and school leadership during monthly PLC meetings.</p> <p>*Reports will periodically be given during SBDM and Board meetings.</p> <p>*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p> <p>*For students in the RTI program, progress monitoring will occur</p>	<p>*SBDM *Title I *ESSER Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>(gap) students, analyze performance data, and discuss remediation strategies for those eligible in reading and math. *As available, KSA and MAP assessment data will be analyzed during PLC meetings and with administration and support staff. Specific areas under both mathematics and reading will be looked at to determine strongest areas of need for students with IEPs and those in the gap group. *Admissions and Release Committees will meet at least once yearly for each student with an IEP to make appropriate placement decisions that will allow each student to have the maximum access to the general education curriculum while also meeting each student’s individual needs and providing the support that each student needs to maximize learning and student success.</p>	<p>*Students in the gap group who also have an IEP will show improvement on their individual goals. *KSA results from each year will show an improvement in the number of Proficient/Distinguished students in the gap group in both reading and mathematics. *Response to Intervention data will show an improvement in skills and tier placement for students in the gap group in both Reading and Math.</p> <p><u>Person(s) Responsible:</u> *Teachers *Special Education Teachers *Special Education Director *Principal *Guidance Counselor *Attendance Clerk/Parent Liaison</p>	<p>weekly/daily as needed to determine if progress is being made in the current tier of instruction. *For students with IEPs, progress on individual goals will be monitored every two weeks or as stated in the individual goal to ensure progress is being made.</p>	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the year 2026, Roy G Eversole Elementary’s English Language students will continue to reach attainment in English Proficiency.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, Roy G Eversole Elementary’s English Language students will continue to reach attainment in English Proficiency.</p>	<p>*Review, Analyze, & Apply Data: Ensure that all users of assessment data use information to benefit student learning.</p> <p>*Establishing Learning Culture and Environment: Ensure that a caring learning community in which all students have optimal opportunities for academic success is created.</p>	<p>*WIDA & ACCESS for ELs Data is used to address gaps and measure growth in English Proficiency. *KSA, CERT, and MAP Assessment Data are used to address gaps in learning and student needs. *Each English Learner has a Program Service Plan that tracks EL Data, State Testing Data, MAP/CERT Testing Data, Grades, Attendance, and Accommodations. *English Learners that exit the program are still academically tracked 4 years after exiting. *Midterm Reports & Report Card Data are used to measure progress in the classroom. *Teachers will use accommodations (if included in PSP) in classroom instruction, assignments, and summative assessments. *EL Coordinator will track EL Students and their progress toward English Proficiency as well as academic achievement.</p>	<p>*WIDA Data *ACCESS for ELs Data *KSA Data *CERT Data *MAP Data *Midterm/Report Card Data</p> <p><u>Person(s) Responsible:</u> *EL Coordinator *Guidance Counselors *Teachers *Principals</p>	<p>*Parent Conferences with EL Coordinator. *Teacher Conferences with EL Coordinator.</p>	<p>*Title 1 *ESSER</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the year 2024, Roy G Eversole Elementary will show an increase from an index score of 76.1 to at least 80.1 on the Climate portion of the Quality of School Climate and Safety Survey.</p> <p>Objective 2 By the year 2024, Roy G Eversole Elementary will show an increase from an index score of 69.6 to at least 75 on the Safety portion of the Quality of School Climate and Safety Survey.</p>	<p>*Establishing Learning Culture and Environment: Establish an effective character education program schoolwide and provide students with opportunities to show leadership and character skills learned throughout the school year.</p>	<p>*The school has adopted an online character education curriculum called Character Strong that will be utilized schoolwide to help students with character building and learn valuable lessons/traits that will help them throughout their lives. Each month has a different character trait that will be utilized throughout the school in various ways. Students will not only have lessons on the trait, but they will also be recognized for exemplifying specific traits, announcements will include a quote or challenge each day based on the trait for the month, etc. *A Social/Emotional MTSS class has been added to each grade level schedule one time per week on Fridays. During this time, students in small groups will participate in the assigned Character Strong lesson for the week and will participate in various activities. This will help to promote not only character education among all our students, but it will also give teachers opportunities to create positive supporting relationships with students outside of the academic</p>	<p>*Quality of School Climate and Safety results from each year will show an improvement from one year to the next. *Results from the survey given at least one time per nine weeks will show an increase. *Data from frequent check-ins with students will show that character education skills have improved. *As students learn more appropriate ways to behave in school and character education skills, behavior issues and subsequent office referrals should decrease providing students with a better learning environment. *As students gain a trusted adult and feel a sense of belonging in</p>	<p>*Data collected during frequent check-ins with students/staff, behavior data, attendance data, 9 week survey, and grades/academic progress will be monitored by teachers and administrators and will be discussed twice monthly during PLC meetings. *Reports will periodically be given during MTSS Committee, SBDM, and Board meetings. *Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p>	<p>*SBDM *Title I *ESSER Funds</p>

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>setting.</p> <p>*Each grade level will also have a Social Emotional Learning class added into their special class rotation each week. During this class, teachers will be doing lessons that go along with the given character trait of the month and will be creating and building upon relationships with students.</p> <p>*Students, staff members, and families will be given “Purposefull Pursuits” to provide all members of the school community a chance to be involved and exhibit the traits and skills we have been working on during our character education lessons each week.</p> <p>*Based on recommendations from teachers, administrators, or other staff members, the school counselor will also be working with individual students, small groups, or during classroom guidance lessons to discuss specific topics related to character education or social emotional skills as needed.</p> <p>*Staff members/administrators will work very hard to show interest in and establish positive relationships and rapport with all students in the</p>	<p>their school, attendance and grades should show an increase.</p>		

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>building. The goal is to provide each student with someone they feel they can trust and talk to when they may be in need or have problems at school, with friends, etc.</p> <p>*Administrators and staff will work together to come up with consistent rules and procedures for the school and ensure that all students are taught, and retaught rules as needed throughout the school year. All staff members will be consistent with rules and consequences.</p> <p>*Staff members/administrators will do frequent check-ins with students and teachers to ensure the effectiveness of the character education program as well as progress of individual students and behavior goals and make appropriate changes where necessary.</p> <p>*Short surveys or check ins will be designed by teachers and conducted with all students at least one time per 9 weeks to determine progress toward character development, school climate, school safety, etc.</p>			
	<p>*Establishing Learning Culture and Environment:</p>	<p>*To ensure the safety of all members of the school community,</p>	<p>*Quality of School Climate and Safety</p>	<p>*Data collected during frequent check-ins with students/staff, behavior data,</p>	<p>*SBDM *Title I</p>

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Follow established school safety protocols and provide frequent reminders to students to ensure that they understand and feel that they are physically safe while at school.</p>	<p>all outside school doors are always locked during the school day, classroom doors inside the building are locked while instruction is going on, and all visitors must enter and sign in through the office and clearly wear identification badges throughout the building. Staff members are also required to wear identification throughout the school day. All other safety requirements are also followed daily.</p> <p>*During morning announcements each day, students and staff are clearly reminded of our safety protocols. If something has become an issue at a given time, it is addressed immediately to ensure the safety of all students and staff.</p> <p>*Appropriate safety drills such as fire drills, earthquake drills, lockdown drills, etc. are routinely discussed and practiced at least once per month or as otherwise required.</p> <p>*All staff members have completed suicide prevention training to aid in identifying students who may be at risk or may need extra support or help.</p> <p>*All staff members have completed</p>	<p>results from each year should show an improvement from one year to the next.</p> <p>*Data from frequent check-ins with students will show that students feel safer at school and feel a sense of belonging within the school.</p>	<p>attendance data, and grades/academic progress will be monitored by teachers and administrators and will be discussed twice monthly during PLC meetings.</p> <p>*Reports will periodically be given during MTSS Committee, SBDM, and Board meetings.</p> <p>*Open House will be conducted once per 9 weeks for all grade levels to ensure parent engagement. Open House for 3rd/4th grade will be held during midterm, and Open House for grades K-2nd will be held at the end of each 9 weeks. Progress will be discussed with all stakeholders at these times.</p>	<p>*ESSER Funds</p>

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>active shooter training so that they are prepared if they are required to respond to an active shooter situation.</p> <p>*All teachers in the building have been trained in Trauma Informed Practices, and the school counselor has participated in the Trauma Informed Practices for Educators and School Personnel collaborative through the University of Kentucky to better understand ways that we can help students who have experienced trauma.</p> <p>*A Trauma Informed Team, a School Safety and Threat Assessment Team, and a Cardiac Response Team have been established, and training has been provided for those individuals. At least seven staff members in the building have been trained in Safe Crisis Management, and at least five have been trained in CPR not including the school nurse.</p> <p>*School counselor will work collaboratively with parents and our mental health providers from Kentucky River Community Care and Mountain Comprehensive Care Center to identify students who may</p>			

Goal 5 (State your climate and safety goal.): By the year 2026, Roy G Eversole Elementary will show an increase from 72.9 to at least 86.5 on the combined index score for the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>benefit from more long term one on one counseling from these community partners.</p> <p>*Staff members/administrators will work very hard to show interest in and establish positive relationships and rapport with all students in the building. The goal is to provide each student with someone they feel they can trust and talk to when they may be in need or have problems at school, with friends, etc.</p> <p>*Administrators and staff will work together to come up with consistent rules and procedures for the school and ensure that all students are taught, and retaught rules as needed throughout the school year. All staff members will be consistent with rules and consequences.</p> <p>*Staff members will do frequent check-ins with students to ensure that they are feeling safe at school and have everything that they need to be successful.</p>			