2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09102024_10:06

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Russell Springs Elementary School
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2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

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

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Kevin Reynolds

9/10/2024

2024-2025 Phase One: School Safety Report_09102024_14:18

2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

yes

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

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

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

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

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

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

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

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

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

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

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

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

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

yes

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

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

yes 8/13/24

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

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

yes

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

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

yes

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

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

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: Executive Summary for Schools_09102024_10:10

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

Russell Springs Elementary is a school of 627 preschool through fifth grade students located in the Lake Cumberland area of South Central Kentucky. RSES is fortunate to have an experienced staff with many of our faculty holding Master's and Rank I degrees. Our enrollment has maintained and is consistent with our 2023-2024 enrollment with an increase of 27 students. Our enrollment fluctuates monthly due to people moving into and out of our district. We have several challenges that we face as a school. One is the high-level of poverty in our community as evidenced by the 71.49% of our students who are eligible for free or reduced lunch. We also have a 22% population of ESL students in our school. Another challenge we face is the high percentage of students who are dependent on a means of support other than their parents. We have a large number of students living with grandparents or relatives. Several of our students have limited access to a computer or the internet. With an increasing number of programs that require technology, this is an additional barrier to learning. We are continuing to implement the Bounce Program, which is building resilient children and families, to help inform our staff ways to recognize different traumas and how they affect our students. Our faculty and staff as well as our Family Resource staff are very dedicated to overcoming the barriers our students face in order to provide them with a quality education and a safe, loving, and supportive environment.

School Stakeholders

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

A school's most important stakeholders are the students themselves! Other stakeholders for RSES include families and guardians; teachers; administrators; custodians; secretaries; other school staff; business owners; religious leaders; social service providers; law enforcement officers; among others. We have a very strong PTO and several local businesses who sponsor several activities and support our school any way they can. We lean heavily on these stakeholders resources and support when we look at completing our CSIP every year.

School's Purpose

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

stakeholders are involved in its development.

The mission of Russell Springs Elementary School is to provide each student a diverse education in a safe and supportive environment that promotes self-confidence, self-discipline, student effort, and excellence in learning. As a team, RSES staff, parents, and community will work together with the implementation of curriculum programs. We will also assist students in developing skills to become independent and self-sufficient adults who will be responsible members of society.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

RSES was the highest performing elementary school in the district according to the state testing index. We had an overall blue rating. Our percentage of proficient and distinguished students were well above the state average across all three grade levels tested. We are currently striving to improve our ESL scores and overall education for this population. We have two district level ESL coordinators who rotate time in our building as support for these students. As stated above, we have the highest population of ESL students in the entire district at 22% and it continues to grow.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: School Assurances_10152024_09:59

2024-2025 Phase Two: School Assurances

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- **● Yes**
- o No
- o N/A

COMMENTS

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

- **● Yes**
- o No
- o N/A

COMMENTS

Title I Programs

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

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No

o N/A

COMMENTS

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

● **Yes**
o No
o N/A

COMMENTS

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

● **Yes**
o No
o N/A

COMMENTS

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

● **Yes**
o No
o N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- No
- N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- No
- N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- **Yes**
- No
- N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- **Yes**
- No
- N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_11142024_10:45

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 Phase Two: The Needs Assessment for Schools 3

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Russell Springs Elementary has a uniform system for analyzing data. School administrators ensure this uniform system determines priorities for school success. District and School administration schedule days for educators to analyze assessment data. Teachers identify students who can reach the next performance level and make instructional changes based on the results. After a thorough review of data, teachers meet during PLCs and common planning times to use this data to drive instruction, develop small groups based on group need, and target specified learning areas that are in need. Sign-ins and agendas document the meetings held. The principal will present the data and assessment results, along with the Comprehensive School Improvement Plan to the SBDM during a regularly scheduled monthly meeting. Site Based Decision Making Members include teacher members, Sarah Williams, Melinda Wright, Britney Creech, & Kara Stille. Parent members include: Leslie Bennett and Kendra Popplewell. Sign-ins and agendas are documentation for these meetings. The principal, assistant principal, and school counselor reviews individual KSA scores and benchmark test results with each 3rd,

4th, and 5th grade student and helps them set goals for growth. Also, teachers meet with students after each MAP benchmarking assessment to discuss results and encourage students to set goals for progress to next level.

Review of Previous Plan

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

RSES was once again a blue school according to the state rankings. Our overall score was an 83.7. RSES was in the top 12% of elementary schools state wide. Programs such as Kagan structures and the HQIR's really drive the content and align with the curriculum and standards required by the state. With a district/school emphasis set on Reading and Writing Proficiency, the combined writing scores went up over 10% from the previous year's scores.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- Science is still an area of concern even though we have shown a 10% gain, it is our lowest scoring accountability area.
- Math proficiency is still inconsistent across all tested grade levels, with 3rd grade performing the lowest for the 23/24 tested year.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade

level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- According to KSA data, RSES scored above the state average in all tested areas.
- According to KSA data, RSES increased Science, SS, and Writing scores 4.2% points from the previous year.
- According to KSA data, the EL proficiency scores gained 4.8% from the previous year.
- According to KSA data, there was a 2% gain in Novice reduction in 4th grade Reading.
- According to KSA data, The Quality of School Climate and Safety Survey remained in the Green status for the 23/24 school year.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

- Reducing the apprentice levels across all areas. 45% in Science, 20% in Reading, 37% in Math, and 15% in Combined Writing.
  - Science strategies and instructional supports
  - Economically disadvantaged students performed lower in every accountable area.
  - Math- fill in missing concept gaps
  - Target specific students with RTI and benchmarking.
  - Increase or show growth for each group.
  - Small group instruction and specific pull outs.
  - Reduce novice levels among Special Education and ESL Students.

Strengths/Leverages

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

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

- Combined Writing increased 12% points from the previous year. The overall combined reading score is 88.
- 71.3 % of students are proficient/distinguished in reading combined.
- Science increased from 41% to 51% in P/D scores.
- EL increased from 68.7% to 73.5%.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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

a. Complete the Key Elements Template.

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

ATTACHMENTS

Attachment Name

RSES

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

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

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The two processes that our school will focus our resources and efforts on will be KCWP 2: Design and Deliver Instruction and KCWP 5: Design, Align, and Deliver Support. See attachment for specific processes, practices, and conditions related to these focus areas.

Attachment Summary

Attachment Name	Description	Associated Item(s)
RSES	Template	• 7
Template	RSES Template	•

Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	NO	• Continued implementation of new aligned curriculum for reading and mathematics; follow up with pacing guides & curriculum maps. • PLCs with content teachers and our school's instructional coach to focus on student engagement. • Progress Monitoring • MAP testing
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	YES	• Our current reading and math programs are research-based which meets criteria of an HQIR improving learning outcomes for all students. • Drive instruction based on MAP data incorporating small-group rotation. Update with each benchmark as needed. • Implement consistent strategies. • Implement KAGAN structures to promote student engagement in all content areas and grade levels. • RTI instruction
KCWP 3: Design and Deliver Assessment Literacy Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes	NO	• MAP data

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		• Weekly, formative, & summative assessments that are aligned with our school resources.
KCWP 4: Review, Analyze and Apply Data Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	NO	• PLCs with each grade • District PD analysis of KSA data. • Benchmarking 3 times a year--fall, winter, and spring--follow up with data analysis and meetings with administration • PLCs to look at data, monitor progress, and make instructional changes if needed. • Track individual student growth and goals for MAP throughout the year • Name and claim students to target that need more support.
KCWP 5: Design, Align and Deliver Support Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	YES	• Partnering with GRREC to learn and implement strategies aimed at improving the quality of instruction and learning of EL students • Data PLCs to triangulate data • Progress Monitoring Data • Regularly shared progress data sent to parents beyond progress reports/grade cards • Benchmark data analysis • Track individual student growth and goals for MAP throughout the year with one-on-one meetings • Name and claim students through data assessment and target students that need more support • RTI instruction/small groups

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 6: Establishing Learning Culture and Environment Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	NO	• Promote a positive environment within our school • Promote shared leadership among stakeholders to elevate our positive and supportive culture • Strong rapport and relationships • PRIDE tickets • Anchor's Exchange & Diner • Host community and family events

2024-2025 Phase Three: Comprehensive School Improvement Plan_11142024_10:33

2024-2025 Phase Three: Comprehensive School Improvement Plan

Russell Springs Elementary School
Kevin Reynolds
1554 N Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. The **measures** may be quantitative or qualitative but are observable in some way.

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

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

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

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

ATTACHMENTS

Attachment Name

RSES 24-25

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

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

All P and D will show a 2% increase by May of 2025. We had an increase in 2 of the 4 areas of Phase 3 from previous school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
RSES 24-25	RSES 24-25 CSIP	•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Updated June 2023

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.

Reducing the apprentice levels across all areas. 45 % in Science, 20% in Reading, 37% in Math, 18% in On-Demand and 15% Combined Writing.

Science strategies and instructional supports
Math HQIR's and higher order of thinking skills.

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.

KCWP 2: Design and Deliver Instruction
KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Blue 79.2	decrease
State Assessment Results in science, social studies and writing	Blue 91.2	increase
English Learner Progress	Blue 73.5	increase
Quality of School Climate and Safety	Green 78.5	decrease
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. *Six Sigma, Shipley, Baldridge, 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

Goal 1 (State your reading and math goal.): By May 2025, 72% of all students will be proficient in reading and 60% of all students will be proficient in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient and distinguished will be 72% in reading and 60% in math by May 2025.	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.	*Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments	*Completed and updated pacing guides and curriculum maps aligned standards including instructional strategies and assessments	Classroom and special education teachers will implement the new aligned curriculum for reading and mathematics (SAVAAS,HMH). In order to effectively implement the new curriculum teachers will use aligned curriculum maps and pacing guides, instructional strategies, and assessments. The implementation of the new curriculum will occur throughout the entire school year.	HMH Reading Into Reading SAVVAS Reading myView SAVVAS Math enVision No funding required
	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs.	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC. *Ensure that effective communication guides instructional planning, student grouping etc.	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that need to be made based on data	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	No Funding Required

Updated June 2023

Goal 1 (State your reading and math goal.):
By May 2025, 72% of all students will be proficient in reading and 60% of all students will be proficient in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms/schools and are measured for effectiveness on student achievement Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Plan strategically in the selection of high yield instructional strategy usage within lessons. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular *Plan for and implement student engagement activities *Use formative and summative evidence to inform what comes next for individual students and groups of students. *Ensure effective communication to guide instructional planning, student grouping, etc. *Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	*Student work samples from lessons that implement a variety of instructional strategies *PLC notes that identify and depict collaboration of instructional strategies among teachers and content areas. *Schedule that identifies small groups, frequency of service, and strategies to be used. *Instructional assessments reports that include data that guides student grouping *Assessment data for students from formative, summative, & universal screeners. *Student tracking and goal sheets	Classroom and special education teachers will collaborate, share, plan and implement high yield instructional strategies. Upon completion of the strategies within the lesson teachers will evaluate student samples and meet within PLC meetings to analyze and adjust for the instructional practices. These meetings will occur throughout the year. RTI resource teachers and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by intervention specialists. Small groups will provide targeted instruction and use supplemental resources for individualized instruction (IXL, STAR, Study Island, ESGI). Classroom teachers will go over individual results with students upon completion of assessment. Together, the student and teacher will complete a tracking sheet and set a goal for upcoming assessments.	No funding required IXL $5400 (Title) STAR Study Island $3145 (Title) ESGI $702 $9097 No Funding Required

Goal 1 (State your reading and math goal.):
By May 2025, 72% of all students will be proficient in reading and 60% of all students will be proficient in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks.	*School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting to data, place into tiers, review documentation of interventions, and create schedules for all students.	Intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. After completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Intervention teachers and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions. Instructional Coach $69,215 (Title)

Updated June 2023

Goal 1 (State your reading and math goal.):
By May 2025, 72% of all students will be proficient in reading and 60% of all students will be proficient in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					Primary Intervention Teachers $183,889.50 (Title)

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

Goal 2 (State your science, social studies, and writing goal.): By May 2025, 43% of all students will be proficient in science, 72% of all students will be proficient in social studies, and 76% of all students will be proficient in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient/distinguished in science 43% , social studies 72% , and writing 76% in all student groups by May 2025.	Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.	*Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. *Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments	*Completed and updated pacing guides and curriculum maps aligned standards including instructional strategies and assessments	Classroom and special education teachers will implement the new aligned curriculum for Science and Social Studies (SAVAAS,HMH). In order to effectively implement the new curriculum teachers will use aligned curriculum maps and pacing guides, instructional strategies, and assessments. The implementation of the new curriculum will occur throughout the entire school year.	No Funding Required
	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs guides instructional planning, student grouping, etc.	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC. *Ensure that effective communication	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that need to be made based on data	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	No Funding Required

Goal 2 (State your science, social studies, and writing goal.): By May 2025, 43% of all students will be proficient in science, 72% of all students will be proficient in social studies, and 76% of all students will be proficient in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in classrooms/schools and are measured for effectiveness on	*Plan strategically in the selection of high yield instructional strategy usage within lessons. *Utilize knowledge of best practice/high student achievement, yield instructional strategies to aid in curricular	*Student work samples from lessons that implement a variety of instructional strategies *PLC notes that identify and depict collaboration of instructional strategies among teachers and content areas.	Classroom and special education teachers will collaborate, share, plan and implement high yield instructional strategies. Upon completion of the strategies within the lesson teachers will evaluate student samples and meet within PLC meetings to analyze and adjust for the instructional practices. These meetings will occur throughout the year.	No Funding Required
	Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II	*Plan for and implement student engagement activities *Use formative and summative evidence to inform what comes next for individual students and groups of students. *Ensure effective communication to guide instructional planning, student grouping, etc. *Use assessments to help students assess and adjust their own learning.	*Schedule that identifies small groups, frequency of service, and strategies to be used. *Instructional assessments reports that include data that guides student grouping	RTI resource teachers and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by intervention specialists. Small groups will provide targeted instruction and use supplemental resources for individualized instruction (IXL, STAR, Study Island, Classworks Classroom teachers will go over individual results with students upon completion of assessment. Together, the student and teacher will complete a tracking sheet and set a goal for upcoming assessments.	IXL $5400 (Title) STAR Study Island $3145 (Title) ESGI $702 $9097 No Funding Required

Goal 2 (State your science, social studies, and writing goal.): By May 2025, 43% of all students will be proficient in science, 72% of all students will be proficient in social studies, and 76% of all students will be proficient in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals. Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Implement student participation in goal setting. *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks.	*Assessment data for students from formative, summative, & universal screeners. *Student tracking and goal sheets *School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting to data, place into tiers, review documentation of interventions, and create schedules for all students.	Intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. After completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Intervention teachers and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions.	Instructional Coach 69,215 (Title)

Goal 2 (State your science, social studies, and writing goal.): By May 2025, 43% of all students will be proficient in science, 72% of all students will be proficient in social studies, and 76% of all students will be proficient in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring Novice/Apprentice in all content areas and with all student subgroups will decrease by 2% by May 2025. *Reading will decrease from 30% to 28% *Math will decrease from 47% to 45%. *Science will decrease from 47% to 45% *Social Studies will decrease from 29% to 27% *Writing will decrease from 19% to 17%.	Curriculum PLC's (KCWP 1): Monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (complete document is used by all staff) Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. *Review and conduct cyclic curriculum reviews/checks within the PLC. *Ensure that effective communication guides instructional planning, student grouping, etc.	*PLC agendas and notes that depict the planning, creating, and implementing of aligned curriculum maps/pacing guide *PLC notes from regularly scheduled meetings that dictate the review of curriculum documents being used (maps/pacing guides) with any changes that need to be made based on data	Classroom teachers, special education teachers, Instructional coaches, and administration will participate in regularly scheduled PLC meetings. The curriculum maps/pacing guides will be reviewed with changes being made based on assessments and data. In addition, instructional strategies will be shared and data analyzed to provide insight to adjustments that need to be met. These PLC's will occur within the school level as well as the district level with a shared alignment occurring across all three elementary schools.	Lexia IXL Study Island $19,045
	Assessments (KCWP 3 & KCWP 4): Assessments are of high quality, aligned to the rigor of the standards, provide	*Ensure that assessments are designed to best evaluate student learning.	*Embedded assessments into curriculum as evidenced in pacing guides and curriculum maps.	Classroom teachers and special education teachers will implement and assess students with the aligned assessments provided with curriculum. Teachers and administration will meet to look at	NWEA MAP $8451.75

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	quality data, and are monitored for validity.	*Assess with formative and summative assessments that are aligned to the standards.		assessments, data, and track within the provided curriculum.	
		Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling) Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals. Data Review (KCWP 4): Data and student information to improve instruction and reduce the number of students scoring novice.	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks. *Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall break down of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions. Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments. Classroom teachers, special education teachers, intervention teachers, and administrators will	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			*Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	meet to review and analyze student data. Upon looking at the data those students who were performing below proficiency or are on the "cusp" of moving to a lower category will be placed on a list to target for more support, individualized instruction, and tracking system. The team will meet regularly to check data to monitor students and move them on/off list if needed.	

4: English Learner Progress

Goal 4 (State your English Learner goal.): All English Learner (EL) students in Russell Springs Elementary School will increase 2.0 levels by May 2025 as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All EL students in Russell Springs Elementary School will increase .5 level by May 2025 as measured by ACCESS.	Curriculum/Instruction (KCWP 1 & 1): Implementation of evidence-based curriculum/program and effective high-yield strategies to ensure the intent of learning	*Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students *Ensure instructional modifications are made based upon feedback gained from formative assessments (Assessments for Learning) *Develop assignments and activities to inform what comes next for individual groups of students	Monitoring measures are in place regarding placement and student progress of comprehension, listening, literacy, oral reading, speaking and writing with support systems	EL Director, school administrators, and EL teachers/assistants will participate in PLCs to discuss student progress monthly to determine next steps	Title 1 Part A $32,862 Title 3 $11,479.00

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):By May 2025, Russell Springs Elementary's school climate and safety assessment score will increase to 80.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage rating of the quality of school climate and safety will increase from 78.5% in 2023 to 80.5% by May 2025.	School culture and climate (KCWP 6): Promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders.	*Ensure effective implementation of anti-bullying policies and procedures *Enable students to develop leadership roles within the school and/or classroom *Implement climate-building activities among staff and students	*Students learn and engage in behavioral/social/ emotional lessons each month *RSES Fall Festival. Students purchase or gain tickets due to behavior and completed tasks to be used the night of the festival where games are played, vendors sell goods, and all parents and stakeholders are invited to attend.	Throughout the year, teachers, staff, and the administrative team will work collaboratively to build and improve the climate and culture at Russell Springs Elementary through intentional activities. Our counselor, Ms. Amy, as well as classroom teachers, and SRO will deliver intentional lessons on character, respect, and values to support a safe and positive learning environment among students. In addition, adults in the school (teachers, staff, admin), will engage (voluntarily) in specific activities that encourage positive, caring relationships among colleagues and focus on growing relationships with new faculty and staff. The principal and assistant principal, with input from faculty and staff, will meet regularly to implement and schedule events/activities/opportunities each month.	RSES PTO $2500 SRO $42,000
	Communication and Support (KCWP 6): Promote shared leadership opportunities among all shareholders in order to elevate a positive and	*Ensure that all available resources are deployed to assist students and families to address barriers to learning *Enable faculty to develop teacher leadership capacities and/or	*Staff Christmas Week. Staff will be honored with a luncheon and daily gifts the week leading up to the Christmas Break.	The administrative team, with the help of faculty and staff, will schedule and implement school-wide events that foster community support. Communication will be evidenced by our monthly newsletter that is sent home to	FRYSC $94,500

Goal 5 (State your climate and safety goal.):By May 2025, Russell Springs Elementary's school climate and safety assessment score will increase to 80.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	supportive culture for learning.	serve in leadership roles within the school	*Monthly Staff Birthday Luncheon. Each month the staff signs up for a potluck dish to bring in and celebrate the birthdays for that particular month. *Open House/Student Achievement Programs/Holiday Programs - Parents/Guardians are invited to attend (via newsletter, note, One Call, social media) these school-wide event with their child(ren) to promote community involvement.	students and families, special event notes distributed by classroom teachers, PTO social media posts on Facebook and Instagram, Class Dojo messages, as well as One Calls made by admin. After each event, administration will meet and reflect on what should be maintained or improved in order to support large numbers on campus and continue to support a positive relationship between Salem and the community.	
Objective 2					