2024-2025 Phase One: Continuous Improvement Diagnostic for SES

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

©Cognia, Inc.

Table of Contents

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools 3

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.

Kimberlee J. Webb

Aug. 25, 2024

2024-2025 Phase One: School Safety Report for SES

2024-2025 Phase One: School Safety Report

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

©Cognia, Inc.

Table of Contents

2024-2025 Phase One: School Safety Report 3

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 - it was approved on Sept. 12, 2024

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 - the emergency plan was presented on Aug. 13, 2024

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 SES

2024-2025 Phase One: Executive Summary for Schools

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

©Cognia, Inc.

Table of Contents

2024-2025 Phase One: Executive Summary for Schools 3

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?

Salem Elementary is located in the rural community in eastern Russell County just outside Russell Springs. An area that has seen and experienced immense growth over the past few years as new housing is being developed and an additional access ramp/exit to the Bluegrass Parkway has been established. As this region continues to grow so does the supportive community of parents, businesses, and stakeholders. Additionally, the enrollment of Salem has seen significant increase, over 41% the past few years, now having an enrollment of 398 students, ranging from preschool to fifth grade. SES is a Title 1 school having 71% of our students receiving free and reduced lunch, an increase of 5% from last year.

Salem provides three classrooms per grade level with the exception of fifth grade. In both kindergarten and first grade our classrooms are a self-contained design while the intermediate grades of (2-5) are departmentalized. Through the departmentalized schedule of our classrooms students have an equal amount of time in content areas with highly qualified teachers that can focus on specific content standards.

Salem Elementary functions as a team and everyone plays an integral role in making it all work. Our instruction begins immediately with everyone in the school teaching reading and math. The schedule reflects the librarian, the steam teacher, and physical education teacher working with intervention groups as soon as school begins. In addition to intervention groups, Salem has intentionally scheduled fluency practice with both math and reading for every child daily as well as small group rotations. Within these rotations classroom teachers, intervention teachers, instructional assistants, and administration all work with the students based on instructional needs in all content areas. This team concept allows teachers to foster relationships with students to guide them to reach their potential.

At Salem we have very intensive and rigorous intervention programs provided through our RTI (Response to Intervention) and RTA (Read to Achieve) team. While the state mandates that students scoring in the 10th percentile and below be targeted for RTI services with individualized reading plans we work to target and service those below the 30th percentile. While the students above the 10th percentile do not get reading plans they do receive intervention support service those below the 30th percentile. While the students above the 10th percentile do not get reading plans they do receive intervention support services. Since the 2014-2015 until the present Salem also adds those students who do not score proficient benchmarks on the KSA to those receiving intervention services.

Preschool at Salem encompasses two full-time classes that are offered on a two day set up, Monday/Wednesday and Tuesday/Thursday. Currently, between both classes Salem has 26 students enrolled that vary from ages three to five. These students have qualified for various reasons such as income, disabilities, and therapy needs.

Lastly, the increased number of students being raised by grandparents and hispanic population are two of the challenges Salem is currently facing. The number of students being raised by grandparents and even some great-grandparents exceeds 35%. While they are in a supportive home there are academic barriers Salem is trying to break down. In addition, the majority of the hispanic students that have enrolled are speaking no to limited English. While Salem has one instructional assistant to aide with the ESL students they are mainstreamed in the regular classrooms leaving them with limited language access. Salem receives great community and parental support while looking for ways to improve and make our school stronger on a daily basis. The school community of SES is highly committed to the achievement of the school's improvement goals in the 2024-2025 CSIP.

School Stakeholders

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

Salem's stakeholder groups will vary in representation and include those who have Salem's best interest at heart. The stakeholders include parents, community leaders, local businesses, first responders, and school personnel. There will be a stakeholder meeting hosted in which the CSIP will be presented as is with discussion to ensue on how to improve or changes that need to be made. This stakeholder meeting will be held annualy once assessment data is available so that it can be included as part of the planning process. In addition, the CSIP will be presented and discussed at our regulary scheduled SBDM meeting which is another set of stakeholders.

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.

Salem's mission statement is powerful yet simple, impacting hearts–impacting minds–impacting lives. We believe that it all begins with the hearts of our students, keeping that as our foundation and building from there. Salem is committed to fostering each student's individual potential and arming them with the tools to grow and excel. Everyday we challenge students, creating a culture of high expectations while supporting them through their growth building their relationships with each adult in the Salem family. Our focus is to empower students to understand their School Stakeholders own worth and value where hard work is the norm and understanding that regardless of their background they can experience success. All

students participate in a classroom where the instruction is rigorous and researched based.

For math, all students K-5 are implementing Savvas Envision Math. However, in reading the students in K-2 utilize Houghton Mifflin Harcourt and grades 3-5 Savvas myView Literacy. For the third year Social Studies is using TCI Alive. In addition to the core curriculum our RTI program implements research based intervention programs for both reading and math with students in Tier 2 and Tier 3. In terms of reading Orton-Gillingham and Fountas & Pennell LLI while in math we are in the second year of implementation of Bridges. For students in grades 2-5 that are provided small group instruction through rotations other researched intervention programs used include No Red Ink, Study Island, IXL, and grade level cold reads.

Also, this year Salem has changed our after school program to more of a instructional based enrichment program. The student-teacher ratio is ten to one so that students can have intentional, targeted instruction based on their academic needs. The academic support is the core of the after school enrichment program but to help foster other aspects Salem works to bring in outside support. For example, the Russell County Public LIbrary, 4H Extension Office, Health Department and community workers come to the after school program to provide additional instruction and outreach activities.

At Salem we believe students have a right to a quality education with rigorous leaning opportunities and that students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Learning is a lifelong process and at Salem all children can achieve at high levels and all staff are committed to bringing our vision to life, impacting hearts–impacting minds–impacting lives.

Notable Achievements and Areas of Improvement

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

As for notable achievements Salem prides itself on being family oriented and working to bring as many families together as we can. While this is not an "academic" notable achievement it is within itself an area of success for the school. Throughout the year Salem hosts numerous family and community events and have always experienced big turnouts. In the fall Salem has their Family Fun Walk that saw over one thousand people on campus walking, interacting with first responders, participating in activities with their children, and enjoying local business vendors. In the following months, Salem will host a Grandparents night of Coffee, Cobbler, & Cookies in which a local coffee shop provides coffee, the scholastic book fair will be set up, and grandparent/grandchildren get to enjoy stations with each other that include bingo, book reading, and crafts. A math night for parents that has grade level activities and a Christmas market for our community will be set up as well. In the spring, Salem hosts a Family Literacy Night that brings in guest readers for families and provides hands-on activities with the public library providing free

books to families. Throughout the year Salem works extremely hard to provide an open door for all of our families and events that enhance their education so for us that is a notable achievement.

In addition to our family focused activities, Salem has a foundation built on teaching our students the importance of kindness. In the past years and currently Salem plans to incorporate kindness activities and community service, such as a can food drives, sock it to them change drive, march of dimes piggy banks, and more. One in particular that is worth noting is that our 5th grade students bring in money at Christmas to purchase material for blankets to be made for our local Emergency Management Team to use on scene with transporting students. Along with the family based events the idea of service is something Salem holds to and constantly pours into our students.

As for other notable achievements Salem fields a competitive academic team and quick recall team. For the past several years students from Salem have won at the district level and went on to compete at the regional level. We have even had some place at the regional level which has been a high achievement. In addition, Salem had several students who placed at the local and state level in the 4-H competitions such as speech contest, demonstrations, shooting sports, photography, poetry writing, piggy bank design and more. Lastly, Salem has been recognized yearly for our outstanding attendance. Every year on high attendance day Salem averages from 95%-97% oftentimes being chosen as high attendance winner at the regional level. While virtual learning has decreased since school has resumed in-person Salem teachers have worked to maintain Google certification at Level 1 and 2. Currently, Salem has 44% of our teachers that have their current certification up to date, holding the largest percentage of staff certified in our district.

Areas of Improvement: While resuming in-person learning the past couple of years challenges still exist and learning gaps are still present. Salem continually strives to get better and create a solid foundation for our students. Our most recent KSA data reveals that there is still room for growth across the content areas. We have experienced growth the past year we desire to keep that growth coming and plan to do so in several ways. It is our plant to continue to utilize our RTA grant for reading intervention, adding in a new math program with Bridges, and improve our small rotations to target academic needs.

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 for SES

2024-2025 Phase Two: School Assurances

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

©Cognia, Inc.

Table of Contents

2024-2025 Phase Two: School Assurances 3

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**
- No
- N/A

COMMENTS

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

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

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children 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**
- o No
- o N/A

COMMENTS

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

- **● Yes**
- o No
- o N/A

COMMENTS

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

- **● Yes**
- o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

- o Yes
- o 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for SES

2024-2025 Phase Two: The Needs Assessment for Schools

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

©Cognia, Inc.

Table of Contents

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

Attachment Summary 9

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.

In an effort to review, analyze, and apply data results, school leadership met with district personnel initially to begin the process of breaking down various types of assessment data (KSA, Brigance, MAP, and MAP Fluency). A team of administration met to review current data, look at trends from previous years, and create a plan to implement in order to move forward. After multiple meetings among leadership teachers participated in a full day of test analysis. At this initial meeting with teachers our staff took a look at overall scores and school wide data. We began target what we identified as areas of concerns as well as celebrations at every grade level and content area. All of the action plans from the past year were revisited to see what we did that worked and what were some things we still needed to change.

Also, our teachers created some baseline data for improvement, setting goals, and a plan to track data. In addition, we took time to identify trends that are developing, closely study individual student data with cut scores, and completed an in-depth district analysis review. In an upcoming second session of the test analysis data will

be broken down into specific subgroups so that we can further identify gap groups, barriers, and areas of excellence. Teachers, administration, and district leadership will work together to meet in monthly data driven PLC's. The district will hold a community stakeholder meeting to inform those of current test data and an overview of the analysis completed. All of the meetings that the leadership, teachers, and stakeholders participate in are documented through an agenda, signin, and if applicable graph organizers used. to determine the priorities from this year's needs assessment.

Review of Previous Plan

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

When reflecting back to last year's plan and the implementation it is important to note that it was completed to the best of our ability. The CSIP was developed based on the data released by the state in combination with our benchmarking data from our universal screener and curriculum assessments. Throughout the year the strategies and activities were implemented in the classrooms spanning from Kindergarten to fifth grade. The teachers utilized the new curriculum in both reading and math, implemented engagement strategies they learned from KAGAN training, and capitalized on shared planning times to prepare and share. In addition, the teachers and administration held PLC's with grade and content level teachers so that instructional practices could be shared, feedback could be given on instructional strategies, and curriculum was monitored/paced effectively. When looking to this year's data the plan was successful in relationship to some areas where we saw growth in assessment data. However, there were areas of improvement that remained. We are using last year's data, the strategies we found successful, and adjusting the ones that were not to help drive the creation of this year's plan.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral 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.

*Students scoring apprentice is still our largest area and the place were most of our students are performing.

*Students classified as economically disadvantaged still remains a gap area for our school in all content areas.

*Students identified with IEP are a gap group in our Reading and Math content areas as it seen a significant decrease.

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.

Academic State:

*Overall scores are 65.9 (yellow) - a decrease of 11.6 from the previous year

*Academic indicator for Reading and Math 61.9 (orange) and a Separate Academic Indicator of 69.9 (green)

Non-Academic State:

*School Climate Survey scored a 77.6 (green) - all subgroups were above 70 and we increased from yellow to green

*School enrollment has increased every 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.

*Students with a disability with an IEP, one of our current gap groups, had 83% scoring below proficiency in Reading and 91% below Math - there was a 17.9% decrease overall in Reading and Math with this group putting them in a red category

*Economically disadvantaged students, our other gap groups, had 57% scoring below proficiency in Reading and Math, 55% below proficiency in Social Studies, and 61% below proficiency in Science.

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.

Reading:

*In comparison to the previous year we reduced apprentice at the 4th grade by 3% and 5th grade by 5%, increased proficient by 4% in the 5th grade, and increased distinguished by 4% in 5th grade.

*Met state benchmark of students scoring proficient/distinguished

Math:

*In comparison to the previous year we reduced novice in 3rd and 5th grade by 5%, reduced apprentice by 10% in 5th grade, increased proficient by 7% in 3rd grade, and increased distinguish by 4% in 5th grade

*Met state benchmark of students scoring proficient/distinguished

Science:

*In comparison to the previous year we maintained a low novice rate at 8%, a high rate of proficient at 32% and distinguished at 8%.

*Met state benchmark of students scoring proficient/distinguished

Social Studies:

*In comparison to the previous year maintained the numbers of scoring novice and proficient, reduced apprentice by 4% and increased distinguish by 2%

*Met state benchmark of students scoring proficient/distinguished

Combine Writing:

*In comparison to the previous year we reduced novice by 15%, reduced apprentice by 8%, increased proficient by 2%, increased distinguished by 1% and the overall proficient/distinguished by 3%.

*Met state benchmark of students scoring proficient/distinguished

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

SES School Key Elements

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.

This is our third year in implementing new curriculum and programs in Reading and Math across K-5 as well as utilizing KAGAN strategies. However, this year we are working on the support and implementation of HQIR resources and lessons, therefore, focusing on KCWP #1, #2, and #3 are most logical for our school this year. There are still gaps and needs that we are trying to close and we believe that the combination of HQIR implementation and engagement strategies will continue to help us do that. Although we have had the curriculum for a couple of years we are taking a different approach with a new targeted HQIR targeted system, creation of new pacing guides that identify HQIR, implementation of walk-thrus for HQIR, and monthly PLC to support/collaborate on curriculum. In addition, we are keeping small group rotations for enrichment/Intervention support and RTI is a staple in the daily schedule at SES that affords students the opportunity to revisit concepts, review lessons, and receive differentiated support as needed. Tracking data regularly throughout the year with benchmarking, student growth goals, identifying targeted students and barriers, and providing PD release time with our instructional coach are all part of what we are continuing to do.

Attachment Summary

Attachment Name	Description	Associated Item(s)
SES School Key Elements		• 7

Key Elements of the Teaching and Learning Environment – School

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 school 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 School Improvement Plan (CSIP).

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 school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	*KDE training focused on HQIR *School based PD on HQIR *School based PD on Special Education Collaboration & Co-Teaching Strategies *Release time with instructional coach with content areas
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	*Implementation of HQIR (80% HQIR 20% supplemental resources) *Development of new pacing guides/curriculum maps that evidence HQIR *Release time with instructional coach with content areas *Researched based literacy centers *RTI rotations that implements researched based curriculum for math and reading K-5
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes		

Key Elements of the Teaching and Learning Environment – School

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?		
KCWP 4: Review, Analyze and Apply Data Does our school 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?		
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?		
KCWP 6: Establishing Learning Culture and Environment Has our school 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?		

2024-2025 Phase Three: Comprehensive School Improvement Plan for SES

2024-2025 Phase Three: Comprehensive School Improvement Plan

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

©Cognia, Inc.

Table of Contents

2024-2025 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

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

CSIP 2024-2025

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

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

All objectives and strategies are outlined in the CSIP Plan attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP 2024-2025	Phase 3	•

Updated June 2023

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 Rat

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.

***Students with disabilities with IEP, one of our current gap groups, had 83% scoring below proficiency in Reading and 91% in math below proficiency. Overall, this subgroup had a 17.9 decrease in reading and math.**

***Economically Disadvantaged students, our other gap group, had 57% scoring below proficiency in Reading and Math, 55% in Social Studies below proficiency, and 61% in Science below proficiency.**

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 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Indicator Scores

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

Updated June 2023

Indicator	Status	Change
State Assessment Results in reading and mathematics	Orange - 61.9	Decrease of 9.0
State Assessment Results in science, social studies and writing	Green - 69.9	No change
English Learner Progress		
Quality of School Climate and Safety	Green - 77.6	Slight increase of 0.2
Postsecondary Readiness (high schools and districts only)	N/A	

Graduation Rate (high schools and districts only)	N/A	

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.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
As of 2023 we met the previous set goal of 52% of all students will be proficient in reading and math. Therefore, our new goal will be to have 57% of all students reaching proficiency in reading and math by May 2025. (increase of 2% each year for remaining two years)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient/distinguished in reading and math in all student groups will increase from 48% to 50% 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.	*Training and introduction of High-Quality Instructional Resources *Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. *Utilize HQIR instructional strategies to aid in curricular adjustments	*Updated and completed curriculum maps and pacing guides aligned standards including HQIR instructional strategies and assessments	Classroom teachers and special education teachers will ensure the continued implementation of the aligned curriculum for reading and mathematics (Houghton Mifflin, My View, & SAVAAS). To effectively continue the implementation of the curriculum teachers will use aligned curriculum maps and pacing guides that outline standards, HQIR instructional strategies, and assessments.	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	*Provide teachers with adequate and necessary release time to plan and design instruction using HQIR with content area teams *Ensure that effective communication guides instructional planning, student grouping, etc. *Ensure regularly-scheduled curriculum PLC's meetings to review the alignment between standards, learning targets, and assessment measures. *Ensure that HQIR is consistently implemented through monthly formative classroom walkthroughs using a KDE-supported HQIR tool	*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. *Walk-thru data from reporting tool used	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, HQIR 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. Additionally, the walk thru data will be shared with classroom teachers, administration, and district personnel.	No funding required

Goal 1 (State your reading and math goal.):
As of 2023 we met the previous set goal of 52% of all students will be proficient in reading and math. Therefore, our new goal will be to have 57% of all students reaching proficiency in reading and math by May 2025. (increase of 2% each year for remaining two years)

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	*Plan strategically in the selection of HQIR strategy usage within lessons. *Utilize knowledge of HQIR strategies to aid in curriculum *Implement KAGAN Cooperative Learning Structures to support delivery of instruction and engagement among students with the support of the instructional coach *One literacy teacher from each grade level will participate in the LETRS training with the instructional coach. Upon completion of training those teachers will then lead in school PD with grade level teams *One mathematics teacher will participate in the pilot for EPIC Numeracy with the instructional coach	*Completed school wide curriculum maps and pacing guides *Student work and assessment data from instructional organizers and activities within lessons *Classroom observations and walk-throughs; PLC meetings with grade levels/content areas; KAGAN coaching	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and content area will use aligned organizers (ELA - RACE, Math - CUBES, and other content - CER) to guide instructional practices. Teachers, instructional coaches, and administrators will review student work and data from these instructional organizers to determine effectiveness and aid in the curriculum. Classroom teachers will promote engagement by employing a variety of KAGAN structures in daily lessons/instructional units	Instructional Coach $65, 495 *Certified Educators in LETRS - $4,800 *EPIC Numeracy - $1,200
	Instructional Needs (KCWP 2): Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II	*Plan for and implement student engagement activities *Ensure effective communication to guide instructional planning, student grouping, etc.	*Small group rotation schedule with outlined curriculum focus and engagement activities among Grades 1-5 *Data and instructional assessments reports that guide student grouping for small group rotation derived from MAP	Classroom teachers, special education teachers, RTI resource teachers, and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by all those that worked in the planning as mentioned above. Rotation lessons will be instructional need specific, provide additional support and interventions, and use supplemental resources for	MAP Growth - $5,605.75 MAP Reading FLuency- $1,668.00

Goal 1 (State your reading and math goal.):
As of 2023 we met the previous set goal of 52% of all students will be proficient in reading and math. Therefore, our new goal will be to have 57% of all students reaching proficiency in reading and math by May 2025. (increase of 2% each year for remaining two years)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			benchmarking (fall, winter, spring) *Student progress reports of individualized instruction	individualized instruction (No Red Ink, Study Island, IXL).	
	Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	*Assessment data for students *Student tracking and goal sheets, as well as classroom leaderboards to track personalized learning *Administration schedule of meeting one on one with students	Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments.	No Funding Required
	Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation	*School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results.	Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Classroom teachers, intervention teachers, and	MAP Growth - $5,605.75 MAP Reading FLuency- $1,668.00 Interventionist - $23,760

Goal 1 (State your reading and math goal.):
As of 2023 we met the previous set goal of 52% of all students will be proficient in reading and math. Therefore, our new goal will be to have 57% of all students reaching proficiency in reading and math by May 2025. (increase of 2% each year for remaining two years)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	*Leadership ensures that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time (KCWP 5)	tools, intervention programs, schedules, and progress monitoring checks. *Weekly admin team meetings (principal, assistant principal, guidance counselor, mental health therapist, instructional coach, & family resource director) to discuss, track, and document student needs (academic, attendance, and social/emotional)	*School intervention team meeting notes of data, break down of tiers, review documentation of interventions, and create schedules for all students. *Student tracking board used with admin team	administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions. *Weekly review of tracking board, update student notes/details, follow-up and/or report info with admin team members, and quarterly input from classroom teachers following benchmarking and throughout the year as needed	

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

Goal 2 (State your science, social studies, and writing goal.):
As of 2023 we met the previous goal of 34% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 52% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 52% in science, 51% in social studies, and 57% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient/distinguished in all student groups will increase 2% by May 2025. *Science (40% to 42%) *Social studies (50% to 52%), *Writing (56% to 58%)	Curriculum (KCWP 1): Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.	*Training and introduction of High-Quality Instructional Resources *Ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	*Updated and completed curriculum maps and pacing guides aligned standards including HQIR instructional strategies and assessments	Classroom teachers and special education teachers will ensure the continued implementation of the new aligned curriculum for science, social studies, & writing (Elevate Science, TCI History Alive, & SAVAAS). To effectively implement the new curriculum teachers will use aligned curriculum maps and pacing guides that	No funding required

Goal 2 (State your science, social studies, and writing goal.):
As of 2023 we met the previous goal of 34% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 52% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 52% in science, 51% in social studies, and 57% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Utilize HQIR instructional strategies to aid in curricular adjustments		outline standards, instructional strategies, and assessments. The implementation of the new curriculum will occur throughout the entire school year. Additionally, the walk thru data will be shared with classroom teachers, administration, and district personnel.	
	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	*Provide teachers with adequate and necessary release time to plan and design instruction using HQIR with content area teams *Ensure that effective communication guides instructional planning, student grouping, etc. *Ensure regularly-scheduled curriculum PLC's meetings to review the alignment between standards, learning targets, and assessment measures. *Ensure that HQIR is consistently implemented through monthly formative classroom walkthroughs using a KDE-supported HQIR tool	*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. *Walk-thru data from reporting tool used	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
	Instructional Strategies (KCWP 2): Strategies and programs are implemented in	*Plan strategically in the selection of HQIR strategy usage within lessons.	*Completed school wide curriculum maps and pacing guides	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and	No Funding Required

Goal 2 (State your science, social studies, and writing goal.):
As of 2023 we met the previous goal of 34% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 52% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 52% in science, 51% in social studies, and 57% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	classrooms/schools and are measured for effectiveness on student achievement	*Utilize knowledge of HQIR strategies to aid in curriculum *Implement KAGAN Cooperative Learning Structures to support delivery of instruction and engagement among students with the support of the instructional coach *Implement school wide (K-5) aligned writing plan that outlines modes of discourse and timelines	*Student work and assessment data from instructional organizers and activities within lessons *Classroom observations and walk-throughs; PLC meetings with grade levels/content areas; KAGAN coaching *Student work samples of writing pieces that are presented in PLC's	content area will use aligned organizers (Science - CER) to guide instructional practices. Teachers, instructional coaches, and administrators will review student work and data from these instructional organizers to determine effectiveness and aid in curriculum. Additionally, the newly implemented writing plan will be monitored each semester in PLC meetings.	
	<u>Instructional Needs (KCWP 2):</u> Instructional needs are met and next steps for improvement are identified for Tier 1 and Tier II	*Plan for and implement student engagement activities *Ensure effective communication to guide instructional planning, student grouping, etc.	*Small group rotation schedule with outlined curriculum focus and engagement activities *Data and instructional assessments reports that guide student grouping for small group rotation *Student progress reports of individualized instruction	Classroom teachers, special education teachers, RTI resource teachers, and administration review data and instructional reports to provide guidance on student grouping. Small group rotations will be led by all those that worked in the planning as mentioned above. Rotation lessons will be instructional need specific, provide additional support and interventions, and use supplemental resources for individualized instruction (No Red Ink, Study Island, and IXL)	Generation Genius - $1,795 Mystery Science - $1,495
	Data Results (KCWP 4 & 5):	*Use assessment evidence to certify students to inform what comes next for	*School wide assessment schedule that outlines	Classroom teachers and intervention teachers will create a schedule of	

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.):
As of 2023 we met the previous goal of 34% of all students will be proficient in social studies and 39% of all students will be proficient in writing; we did not meet the science goal of 52% of all students scoring proficient in science. Therefore, our new proficiency goals for May 2025 will be 52% in science, 51% in social studies, and 57% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	*Data is used to determining students' needs (tiers of interventions, grouping, and scheduling) *Leadership ensures that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time (KCWP 5)	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. *Weekly admin team meetings (principal, assistant principal, guidance counselor, mental health therapist, instructional coach, & family resource director) to discuss, track, and document student needs (academic, attendance, and social/emotional)	universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting notes of data, break down of tiers, review documentation of interventions, and create schedules for all students. *Student tracking board used with admin team	assessment for all students to take the universal screener and that will be implemented. Upon completion of the *universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions. *Weekly review of tracking board, update student notes/details, follow-up and/or report info with admin team members, and quarterly input from classroom teachers following benchmarking and throughout the year as needed	
	Reviewing Data (KCWP 3 & KCWP 4): Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting.	*Assessment data for students *Student tracking and goal sheets *Administration schedule of meeting one on one with students	Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments.	No funding required

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring Novice/Apprentice in all content areas and with all student subgroups will decrease by 2% by May 2025. *Reading will decrease from 53% to 51% *Math will decrease from 50% to 48% *Science will decrease from 59% to 57% *Social Studies will decrease 50% to 48% *Writing will decrease from 44% to 42%	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	*Provide teachers with adequate and necessary release time to plan and design instruction using HQIR with content area teams *Ensure that effective communication guides instructional planning, student grouping, etc. *Ensure regularly-scheduled curriculum PLC's meetings to review the alignment between standards, learning targets, and assessment measures. *Ensure that HQIR is consistently implemented through monthly formative classroom walkthroughs using a KDE-supported HQIR tool	*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

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	*Plan strategically in the selection of HQIR strategy usage within lessons. *Utilize knowledge of HQIR strategies to aid in curriculum *Implement KAGAN Cooperative Learning Structures to support delivery of instruction and engagement among students with the support of the instructional coach	*Completed school wide curriculum maps and pacing guides *Student work and assessment data from instructional organizers and activities within lessons *Classroom observations and walk-throughs; PLC meetings with grade levels/content areas; KAGAN coaching	Classroom teachers and special education teachers will ensure the planning and implementation of school wide instructional organizers. Each grade and content area will use aligned organizers (ELA - RACE, Math - CUBES, and other content Science - CER) to guide instructional practices. Teachers, instructional coaches, and administrators will review student work and data from these instructional organizers to determine effectiveness and aid in the curriculum. Classroom teachers will promote engagement by employing a variety of KAGAN structures in daily lessons/instructional units	
	Data Results (KCWP 4 & 5): Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)	*Use assessment evidence to certify students to inform what comes next for individual students and groups of students *Ensure that universal screener data, are used appropriately to determine intervention needs *Develop a clearly defined RTI school process with documentation tools, intervention programs, schedules, and progress monitoring checks.	*School wide assessment schedule that outlines universal screener to be given. *Universal screener data that dissects percentages of student performances and results. *School intervention team meeting notes of data, break down of tiers, review documentation of	Classroom teachers and intervention teachers will create a schedule of assessment for all students to take the universal screener and that will be implemented. Upon completion of the universal screener all reports will be printed of the students to be reviewed and an overall breakdown of the percentage where students scored. Classroom teachers, intervention teachers, and administrators will meet to review data, place or move students in tiers, create schedules, and update all documentation of interventions.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			interventions, and create schedules for all students.		
	Reviewing Data (KCWP 3 & KCWP 4): *Assessments are of high quality, aligned to the rigor of the standards, provide quality data, and are monitored for validity. *Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.	*Ensure that assessments are designed to best evaluate student learning. *Assess with formative and summative assessments that are aligned to the standards and learning targets. *Use assessments to help students assess and adjust their own learning. *Implement student participation in goal setting	*Assessment data for students *Student tracking and goal sheets *Administration schedule of meeting one on one with students *Embedded assessments into curriculum as evidenced in pacing guides and curriculum maps. *Assessment data from aligned curriculum	*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 assessments, data, and track within the provided curriculum. *Classroom teachers will go over individual results with students upon completion of assessment. Following that discussion administration will meet one on one with every student in grades 3-5 to go over their data. Together, the student and administrator will complete a tracking sheet and set a goal for upcoming assessments.	No funding required
	Data Review (KCWP 4): Data and student information to improve instruction and reduce the number of students scoring novice.	*Create and monitor a "Watch (Cusp) List" for students performing below proficiency. *Discuss in data meetings with grade level teachers and administration students identified as having academic, social emotional, and attendance barriers.	*Completed "Watch List" *PLC notes that indicate the process of creating the watch list and monitoring the list with any adjustments	Classroom teachers, special education teachers, intervention teachers, and administrators will meet to review and analyze student data. Upon looking at the data those students who were performing below proficiency or are on the "cusp" of moving to a lower category will be placed on a list to target for more support, individualized instruction, and tracking system. The	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Weekly admin team meetings (principal, assistant principal, guidance counselor, mental health therapist, instructional coach, & family resource director) to discuss, track, and document student needs (academic, attendance, and social/emotional)	*Complete a Top 5 list per class and grade level for students to be monitored. *Student tracking board used with admin team	team will meet regularly to check data to monitor students and move them on/off the list if needed. *Weekly review of tracking board, update student notes/details, follow-up and/or report info with admin team members, and quarterly input from classroom teachers following benchmarking and throughout the year as needed	

4: English Learner Progress

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All EL students in Salem Elementary School will increase .5 level by May 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	EL Certified Salary - $16,431.25

Updated June 2023

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 81% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety (QSCS) indicator from 77% to 79% by May 2025 as measured by the state survey.	School culture and climate (KCWP 6): Promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders.	*Ensure effective implementation of anti-bullying policies and procedures *Enable students to develop leadership roles within the school and/or classroom *Implement climate-building activities among staff and students	*Students learn and engage in behavioral/social/ emotional lessons each month *Kindness Window - students write their name on the front window after completing a kind task for a student or adult *Monthly staff engagement activities to promote positivity *12 Days of Christmas - teachers and staff are offered the opportunity to participate in a Christmas exchange with a colleague *Student and staff "Principal Mail" to highlight achievements and appreciation	Throughout the year, teachers, staff, and the administrative team will work collaboratively to build and improve the climate and culture at Salem Elementary through intentional activities. Our counselor, Ms. Melissa, as well as classroom teachers, will deliver intentional lessons on character, respect, and values to support a safe and positive learning environment among students. In addition, adults in the school (teachers, staff, admin), will engage (voluntarily) in specific activities that encourage positive, caring relationships among colleagues and focus on growing relationships with new faculty and staff. The principal and assistant principal, with input from faculty and staff, will meet regularly to implement and schedule events/activities/opportunities each month.	No funding required

Goal 5 (State your climate and safety goal.):
Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 81% by May 2025 as measured by the state survey.

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

Goal 5 (State your climate and safety goal.):
Salem Elementary School will increase the Quality of School Climate and Safety (QSCS) indicator to 81% by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			*Family Literacy Night - Parents/Guardians are invited to attend (via newsletter, note, One Call, social media) this school-wide event with their child(ren) to promote literacy in the home through a special guest speaker, book readings, crafts, games, and concessions. *Christmas Market - Salem Elementary invites students, families, and the community to attend this evening event to enjoy live music, food, vendors, and family-oriented Christmas activities as a means to promote a positive culture among SES and Russell County.		