2025-2026 Phase One: Continuous Improvement Diagnostic for Salem

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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 Webb 8/19/2025

2025-2026 Phase One: School Safety Report for Salem

2025-2026 Phase One: School Safety Report

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Russell Springs, Kentucky, 42642
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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes - 8/7/2025

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

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

Yes - 8/7/2025

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes - 8/6/2025

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes - 8/6/2025

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes

2025-2026 Phase One: Executive Summary for Salem

2025-2026 Phase One: Executive Summary for Schools

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United States of America

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Description of the School

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

Salem Elementary 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 15th 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 27 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 2025-2026 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 supplementary 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 UFLI 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

Describe the school's notable achievements in the last 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.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Areas of Improvement: After reviewing our KSA data our area of improvement is going to be focused on our other academic areas such as Science, Social Studies, and Writing. Our school had a significant decrease in these areas so it is our desire to work and improve. While we have HQIR for Reading and Math and experienced success in that area we must now move to the other content areas.

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)

2025-2026 Phase Two: School Assurances for Salem

2025-2026 Phase Two: School Assurances

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

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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 assistance 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 assistance 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 under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

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

COMMENTS

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

A. timely information about programs under Title I;

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

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No

○ 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**

○ No

○ 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**

○ No

○ 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**

○ No

○ 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 ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: The Needs Assessment for Salem

2025-2026 Phase Two: The Needs Assessment for Schools

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

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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where 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 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 will your results 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.
Whenlooking 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. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the

district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

*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 is still low performing.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

*Overall scores are 64.0 (yellow) - a decrease of 1.9 from the previous year

*Academic indicator for Reading and Math 71.2 (green) and a Separate Academic Indicator of 53.5 (orange)

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism

- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

*School Climate Survey scored a 76.3 (yellow) - all subgroups were above 70

*School enrollment has increased every year

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Reading:

*In comparison to the previous year we reduced novice in 3rd grade by 7% and apprentice by 12%. There was a reduction of Novice by 12% in 4th grade. Overall we saw a 3% novice reduction and increase of distinguished by 4%.

*Met state benchmark of students scoring proficient/distinguished by 2%.

Math:

*In comparison to the previous year we reduced novice in 3rd by 6% and in 4th by 9% and increased distinguish by 2% in 5th grade

*Met state benchmark of students scoring proficient/distinguished by 5%.

Science:

*In comparison to the previous year we maintained a low novice rate at 4%, cutting that in half from the previous year.

Social Studies

*In comparison to the previous year the numbers of scoring novice, apprentice, proficient, and distinguish decreased in all areas as we saw an overall drop in scores.

*Missed benchmark of students scoring proficient/distinguished by 5%.

Combine Writing:

*In comparison to the previous year we increased the overall proficient/ distinguished by 3%.

*Met state benchmark of students scoring proficient/distinguished by 1%.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

*Continue to partner with our community agencies such as 4H to support both Science and Social Studies.

*Social Studies: work to bring in more community members who can discuss various aspects of social studies content (government representative, lawyer, etc.)

*We will utilize knowledge gained from continued HQIR and LETRS training to support our students that are in the achievement gap for Reading.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance

that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

Updated pacing guides/curriculum maps that reflect 80/20 split of HQIR implementation noting standards, resources, and activities.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

Continued implementation of the HQIR curriculum for both reading and mathematics using instructional strategies of best practice.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

○ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- **● No**
- ○ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- **● Yes**

COMMENTS

Continued implementation of KAGAN strategies as well as participation in monthly PLCs where instructional coach provides support and new ideas that coincide with HQIR curriculum.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- **● No**
- ○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan for Salem

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name

CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP	CSIP document	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Students of Salem Elementary will increase the percentage of students scoring proficient/distinguished by 2% annually in Reading and Math with our two targeted gap groups (economically disadvantaged & students with IEP). By May 2026 state assessment data Reading will increase from 39% to 41% with economically disadvantage and from 24% to 26% with students who have an IEP. In Math there will be an increase in Math from 43% to 45% with economically disadvantage and from 8% to 10% with students who have an IEP.

Strategy:
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.

KCWP 2:

*Strategies and programs are implemented in classroom/schools and are measured for effectiveness on student achievement.

KCWP 3 & 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.

KCWP 4:

*Data and student information to improve instruction and reduce the number of students scoring novice.

KCWP 4 & 5:

*Data is used to determining students' needs (tiers of interventions, grouping, and scheduling)

Activities:

KCWP 1:

#1: Continued training on HQIR resources, instructional strategies and release time to plan/design instruction using HQIR curriculum.

#2: Ensure curricular delivery, assessment, and HQIR is consistently implemented through regular monthly formative classroom walkthroughs using a KDE-supported HQIR tool.

#3: Regularly scheduled curriculum PLC meetings to review alignment of curriculum, discuss instructional resources/strategies, and review/analyze assessment data.

KCWP 2:

#4: Utilize curriculum maps/pacing guides that were created based on the HQIR curriculum and implement instructional strategies noted on the document.

#5: Implement KAGAN cooperative learning structures to support delivery of instruction and engagement among students with the support of the instructional coach.

KCWP 3 & 4:

#6 Ensure assessments are designed to best evaluate student learning.

#7: Assess with formative and summative assessments that are aligned to standards

#8: Use assessments to help students assess/adjust their own learning, help participate in goal setting, and met with administration individually.

KCWP 4:

#9: Create and monitor a "watch list" for students performing below proficiency but are close to reaching the next level based on state assessment cut scores.

#10: Discuss in data meetings with grade level/resource teachers and administration students identified as having academic, behavioral, social/emotional and attendance barriers.

#11: Weekly admin meetings (administration, guidance counselor, instructional coach & family resource director) to discuss, track and document students needs (academic, attendance, and social/emotional)

KCWP 4 & 5:

#12: Ensure that universal screener data (MAP/MAP Fluency) is used to determine intervention needs.

#13: Implement a clearly defined RTI school process with documentation tools, schedules, intervention programs (UFLI), and progress monitoring checks.

Progress Monitoring:

KCWP 1:

*Administration will conduct regular classroom walk-throughs to support implementation of HQIR and instructional strategies – this data will be used to evidence delivery of instruction.

*PLC agendas and sign-ins will be collected and used to document instructional coach support.

KCWP 2:

*Completed curriculum maps/pacing guides are provided to administration, used for planning, and discussed in PLC's to note what is working and what needs to be changed.

*Classroom and Special Education teachers will implement school HQIR curriculum and instructional organizers. Each grade level will use the aligned organizers (Reading – RACE and Math – CUBES).Teachers, instructional coaches, and administration will review student work/data from these organizers to determine effectiveness.

KCWP 3 & 4:

*Classroom teachers will go over individual results with the 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 scores, complete a tracking sheet and set individual goals.

KCWP 4:

*Upon looking at the data from student assessment a "watch list" will be created and monitored for target supported, individualized instruction, and tracking system. The team will meet regularly to check the students progress and move them on/off as needed.

KCWP 4 & 5:

*Administration and intervention staff will create a schedule for the universal screener that ensures all students will be assessed. Upon completion of the assessment all reports will be printed, reviewed, percentages calculated, and a tracking sheet created. MTSS team will meet to review and analyze data to make necessary changes and adjustments.

*Weekly review of tracking board, update students notes/details, follow-up or report information with admin team members.

Funding:

Click or tap here to enter text.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Students of Salem Elementary will increase proficiency in Reading and Math. Students scoring proficient/distinguished will reach 57% in reading and 54% in math, this will be based on a 6% increase by May 2028 as measured by the state assessment.

Objective(s):
Increase reading and math proficiency in grades 3-5 by a minimum of 2% as evidenced by the May 2026 state assessment. More specifically, increase proficiency in reading from 51% to 53% and math from 48% to 50%.

Strategy:
KCWP 1:

*Current curriculum is valid, aligned to state standards, has components that support instruction and assessment and paced with accuracy.

*Monitoring systems are in place to ensure 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 students needs.

KCWP 2:

*Strategies and programs are implemented in classrooms/schools and are measured for effectiveness on student achievement.

*Instructional needs are met and next steps for improvement are identified for Tier I and Tier II.

KWCP 3 & 4:

*Systems are in place so that students can communicate how they track their progress, own their data and learning and set goals.

KWCP 4 & 5:

*Data is used to determine students' needs (tiers, 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.

Activities:
KCWP 1:

#1: Continued training on HQIR resources, instructional strategies and release time to plan/design instruction using HQIR curriculum.

#2: Ensure curricular delivery, assessment, and HQIR is consistently implemented through regular monthly formative classroom walkthroughs using a KDE-supported HQIR tool.

#3: Regularly scheduled curriculum PLC meetings to review alignment of curriculum, discuss instructional resources/strategies, and review/analyze assessment data.

KCWP 2:

#4: Utilize curriculum maps/pacing guides that were created based on the HQIR curriculum and implement instructional strategies noted on the document.

#5: Implement KAGAN cooperative learning structures to support delivery of instruction and engagement among students with the support of the instructional coach.

#6: One to two literacy teachers from each grade level will participate in the LETRS training and one mathematics teacher will participate in EPIC numeracy with the instructional coach.

#7: Regularly scheduled meetings with MTSS team, classroom teachers, admin, and instructional coach to discuss assessment data, plan for student grouping, and create a schedule to provide interventions.

KCWP 3 & 4:

#8: Use assessments to help students assess/adjust their own learning, help participate in goal setting, and met with administration individually.

KCWP 4 & 5:

#9: Ensure that universal screener data (MAP/MAP Fluency) is used to determine intervention needs.

#10: Implement a clearly defined RTI school process with documentation tools, schedules, intervention programs (UFLI), and progress monitoring checks.

#11: Weekly admin meetings (administration, guidance counselor, instructional coach & family resource director) to discuss, track and document students needs (academic, attendance, and social/emotional)

Progress Monitoring:
KCWP 1:

*Classroom and Special Education teachers will implement school HQIR curriculum and instructional organizers. Each grade level will use the aligned organizers (Reading – RACE and Math – CUBES).Teachers, instructional coaches, and administration will review student work/data from these organizers to determine effectiveness.

*Administration will conduct regular classroom walk-throughs to support implementation of HQIR and instructional strategies – this data will be used to evidence delivery of instruction.

*PLC agendas and sign-ins will be collected and used to document instructional coach support.

KCWP 2:

*Completed curriculum maps/pacing guides are provided to administration, used for planning, and discussed in PLC's to note what is working and what needs to be changed.

*Regular training, follow-up, and PLCs will occur for both the LETRS and EPIC numeracy training so that the information learned can be shared among all teachers and provide implementation ideas that have been gained from the training.

Classroom teachers, special education teachers, RTI teachers, and administration review data to provide guidance on small groups. The intervention schedule will allow for a time where individualized lessons with supplemental resources will be used to support students needs based on data (IXL, Study Island, No Red Ink)

KCWP 3 & 4:

*Classroom teachers will go over individual results with the 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 scores, complete a tracking sheet and set individual goals.

KCWP 4 & 5:

*Administration and intervention staff will create a schedule for the universal screener that ensures all students will be assessed. Upon completion of the assessment all reports will be printed, reviewed, percentages calculated, and a tracking sheet created. MTSS team will meet to review and analyze data to make necessary changes and adjustments.

*Weekly review of tracking board, update students notes/details, follow-up or report information with admin team members.

Funding:
Activity #5: Instructional Coach $69,384

Activity #6: LETRS $4,800.00

Activity #9: MAP $5,626.00 MAP Fluency $1,620.00

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.