



2024-2025 Phase One: Executive Summary for Schools_09192024_12:13

2024-2025 Phase One: Executive Summary for Schools

Laurel Elementary School
Summer Clark
Rt. 1 Box 108
Vanceburg, Kentucky, 41179
United States of America

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

Laurel Elementary serves approximately 75 students K-6 in the south eastern region of Lewis County. Laurel's community is a very small and distant rural community, positioned roughly 20 minutes from the county seat. Over 99 percent of our students are Caucasian and use English as their primary language. Approximately 80 percent of our students qualify for free/reduced lunch, which is reflective of the community's lack of financial resources. Our school employs 5.4 full time teachers, which equates to a student/teacher ratio of around 14:1.

Over the last three years, several of our students have returned from varying time spent enrolled in home school. This has created some educational gaps with most of those students, which is something that we have recognized, are targeting, and are implementing a plan to address the needs of these students.

Our community does have a lot of "small school pride". There is a lot of involvement from families as well as an active parent support organization.

However, there are no businesses in our Laurel community, so we have made successful partnerships with businesses in other areas of our county, as well as neighboring counties.

School Stakeholders

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

The different stakeholder groups include students, teachers, parents, support staff, parents, and community members. This year we are making a concerted effort to reestablish the relationship with families and community members, as the years following Covid did not allow many opportunities to invite people into the building. In nurturing this relationship, our hope is that parents and families feel welcome and more inclined to participate in decision making when the opportunity arises. With this deliberate planning, our parent organization has been very involved and we have seen more participation in SBDM meetings.

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.

Our school mission statement is "To Empower Students of Southeastern Lewis County to Overcome Obstacles and Exceed Expectations". While we are aware of the obstacles that present themselves in a geographically isolated area like ours, we strive to acknowledge those and equip our students with the skills necessary to overcome them. We have intentionally planned courses for our students to not only challenge them academically, but allow them to express and discover their creativity, move their bodies, and provide them opportunities to practice and improve their social-emotional skills. It is also a goal for this school year to improve school culture by implementing PBIS, ensuring that expectations are taught and frequently reinforced. This is a renewed system put in place for students to be recognized for their behavior, and for all stakeholders to be in agreement with school expectations.

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.

According to the indicator performance rating system, Laurel Elementary earned an "orange" designation for the 2022-2023 school year. For the 2023-2024 school year, Laurel's designation was "green". Our school improved the proficient/distinguished percentage in math and kept the same percentage in reading. However, the percentage of novice students in reading increased by 8%, which is an area of opportunity for us to improve throughout the 2024-25 school year. We are also implementing a more intentional MTSS system for academic intervention to provide support and guidance for all students.

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)
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2024-2025 Phase One: School Safety Report_09202024_11:07

2024-2025 Phase One: School Safety Report

Laurel Elementary School
Summer Clark
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School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

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

Yes.

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

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

Yes.

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)
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2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09172024_11:20

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Laurel Elementary School
Summer Clark
Rt. 1 Box 108
Vanceburg, Kentucky, 41179
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2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

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

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

Please enter your name and date below to certify.
Summer Clark 9/17/2024



2024-2025 Phase Two: School Assurances_10172024_13:21

2024-2025 Phase Two: School Assurances

Laurel Elementary School
Summer Clark
Rt. 1 Box 108
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United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:22

2024-2025 Phase Two: The Needs Assessment for Schools

Laurel Elementary School
Summer Clark
Rt. 1 Box 108
Vanceburg, Kentucky, 41179
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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

SBDM met in the summer to determine what was going well with our school and what things needed changed. This was an informal conversation of opinion, both from a teacher and a parent perspective. This conversation also happened with our PTO and parent members of this organization. As a new principal, I felt that this was important to get a system check from both of those stakeholder groups. Once we had iReady data, this was reviewed with all teachers, as well as SBDM parents.

We were able to identify greatest areas of need instructionally, and how we would address these needs with Tiered interventions. KSA data was analyzed from the previous year and used to compare student performance on the 2024-25 Fall iReady screener with the 2023-24 KSA data. This can tell us how strong of a predictor the iReady diagnostic is for KSA scores, as well as assess our student needs to help them reach proficiency. Weekly, our staff reviews data in a PLC, and follow the steps of Plan, Do, Study, Act to analyze our school and classroom data to

help students move forward in their learning. These meetings are documented by keeping agendas and minutes.

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?

The goals and strategies from last year's plan were implemented with success. Our school earned recognition as a "green" school since we improved our percentage of proficient/distinguished scores in math from the previous year. The percentage of proficient/distinguished that was earned in reading remained fairly steady, falling one percentage point from 43% to 42%. This year, we will be more intentional with reading intervention, and have a more tailored approach to meet student needs.

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.

From the 2022 school year to the latest 2024 data, our percentage of proficient and distinguished students in reading has decreased from 62% in 2022, to 42% in both 2023 and in 2024. In the same time frame, our percentage of proficient and distinguished students in math has gone from 54% in 2022, to 38% in 2023, and rebounded back to 50% in 2024. While this percentage of students reaching proficiency is recovering from a dip, and is still at or above the state average, our percentage of novice performing students is in the upper 20s percent-wise in both math and reading.

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.

One of our greatest areas of weakness is the amount of 3rd-6th grade students who require Tier II or Tier III intervention in math and reading. Of the 3rd-6th grade students, 16% of them require tier II and 22% require tier III intense reading intervention. 19% require tier II and 18% require tier III math intervention. This is a significant portion of our students who are demonstrating gaps in their learning.

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.

According to the fall iReady screener/diagnostic, 59% of students 3-6 did not meet benchmark in reading, with 35% of them testing two or more grade levels behind.

In addition, 84% of our students 3-6 did not meet benchmark in math, with 41% testing two or more grade levels behind. This does not match our latest KSA data that reported 50% of our 3-6 students testing proficient/distinguished in math, and 42% in reading. The significant percentages of students who are testing novice are continuing to fall behind and the gap is widening for these students.

Strengths/Leverages

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

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

From 2022-2023 KSA testing to 2023-2024 testing, our math proficient/distinguished percentage increased 12 percentage points from 42% to 50%. We have also implemented a new system of intervention to address gaps in student learning.

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



Laurel Elementary School Key Elements Template 2024-25


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.

- KCWP 4: Review, Analyze and Apply Data;
- KCWP 5: Design, Align and Deliver Support;
- KCWP 6: Establishing Learning Culture and Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Laurel Elementary School Key Elements Template 2024-25		• 7



2024-2025 Phase Three: Comprehensive School Improvement Plan_11262024_10:24

2024-2025 Phase Three: Comprehensive School Improvement Plan

Laurel Elementary School
Summer Clark
Rt. 1 Box 108
Vanceburg, Kentucky, 41179
United States of America

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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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


 LES CSIP 2024-24

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.

Both KCWP 1: Design and Deploy Standards and KCWP 2: Design and Deliver Instruction will be implemented to continue to improve our percentage of proficient and distinguished students in reading and math.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 LES CSIP 2024-24	Comprehensive School Improvement Plan for Laurel Elementary School, Lewis County School District.	<ul style="list-style-type: none">

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

1. Increase the number of students on grade level in mathematics.
 2. Increase the number of students on grade level in reading.
 3. Decrease the number of novice and those two or more grade levels behind in reading.

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.

1. KCWP 4: 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.
 2. KCWP 5: Establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.
 3. KCWP 6: 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.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green	Increase
State Assessment Results in science, social studies and writing	N/A	N/A
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Yellow	Maintain
Postsecondary Readiness (high schools and districts only)	N/a	N/A
Graduation Rate (high schools and districts only)	N/A	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. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By Spring 2028, 70% of Laurel Elementary School students will score proficient or distinguished in both reading and math on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 and evidenced through state assessments results, Laurel Elementary School will increase the percentage of students who are proficient or distinguished in reading and math as follows: -From 43% to 47% in reading. -From 50% to 55% in mathematics.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teachers will implement Savvas reading curriculum K-3, as well as Orton Gillingham K-2. Implementation of LC district designed reading/literacy curriculum 4-6. School and district leadership will guide and support teachers with the planning, implementation, & monitoring of student performance. Use of the LC district pacing guides to ensure the teaching is paced with accuracy.	1. Classroom observations will evaluate effective implementation of the standards. 2. PLC teams will analyze student progress through routine evaluation 3. Improvement in standardized reading test scores before and after implementing new tools. 4. Increase in the number of students achieving grade-level reading proficiency. 5. Students benchmarking on summative assessments.	-PLC Meeting Agendas and Minutes. PLC meetings weekly. -iReady data and summative classroom assessment data, analyzed weekly. -Classroom observation data, analyzed monthly -PLC members and principal responsible for monitoring.	District funds-Savvas Curriculum
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implementation of Savvas math program in K-6th grade Teachers follow the Savvas curriculum and provide feedback to school and district level leadership to help adjust and inform instruction.	1. Classroom observations will evaluate effective implementation of the standards. 2. PLC teams will analyze student progress through routine evaluation 3. Improvement in standardized math test scores before and after implementing new tools.	PLC Meeting Agendas and Minutes. PLC meetings weekly. -iReady data and summative classroom assessment data, analyzed weekly. -Classroom observation data, analyzed monthly -PLC members and principal responsible for monitoring.	District funds-Savvas Curriculum Professional Learning Costs-School Instructional Funds

Goal 1 (State your reading and math goal.): By Spring 2028, 70% of Laurel Elementary School students will score proficient or distinguished in both reading and math on the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Additional professional development may be needed to ensure the implementation of this new curriculum with fidelity.	<ol style="list-style-type: none"> Increase in the number of students achieving grade-level math proficiency. Students benchmarking on summative assessments. 		
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes	Create a sustainable MTSS system for those in tier II and tier III intervention.	<ol style="list-style-type: none"> Classroom observations will evaluate effective implementation of the standards. PLC teams will analyze student progress through routine evaluation MTSS team discussion/data analysis Use Lexia to monitor student growth as well as to inform delivery of small group or individual lessons to close gaps in understanding. 	PLC Meeting Agendas and Minutes. PLC meetings weekly. -Lexia data and monitoring “Level Ups” as well as Lexia projections -Classroom observation data, analyzed monthly -PLC members and principal responsible for monitoring.	n/a

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

<p>Goal 2 (State your science, social studies, and writing goal.): Goal 2 (State your science, social studies, and writing goal.): By May 2028 and evidenced through state summative assessment results, Laurel Elementary School will increase the percentage of students scoring proficient or distinguished in combined writing, science and social studies as follows:</p> <p>-From 17% proficient or distinguished to 25% in combined writing.</p> <p>-From 10% proficient or distinguished to 45% in science.</p> <p>-From 33% proficient or distinguished to 50% in social studies.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025 and evidenced through state assessments results, Laurel Elementary School will increase the percentage of students scoring proficient or distinguished in combined writing, science and social studies as follows:</p> <p>-From 17% proficient or distinguished to 25% in combined writing.</p> <p>-From 10% proficient or distinguished to 30% in science.</p> <p>-From 33% proficient or distinguished to 40% in social studies.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement OpenSci Ed curriculum.</p> <p>Hands-on inquiry-based activities that are within the Open Sci Ed curriculum.</p> <p>Focus on Science and Engineering Practices that are embedded within the learning.</p> <p>Use LC writing and discussion stems to help develop “scientific talk”.</p> <p>Focus on Science writing with explicit instruction using Claim, Evidence, and Reasoning.</p>	<ol style="list-style-type: none"> Classroom observations will evaluate effective implementation of the standards. PLC teams will analyze student progress through routine evaluation Improvement in TCT performance throughout the year. Increase in the number of students achieving grade-level proficiency. Students benchmarking on summative assessments. 	<p>-PLC Meeting Agendas and Minutes. PLC meetings weekly.</p> <p>-iReady data and summative classroom assessment data, analyzed weekly.</p> <p>-Classroom observation data, analyzed monthly</p> <p>-PLC members and principal responsible for monitoring.</p>	Science materials-Instructional funds
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement Document Based Questioning and improve instruction surrounding these tasks to better support students.</p> <p>Integrate writing strategies into social studies classes.</p> <p>Use Simple Solutions, Flocabulary, and shared district assessments to assess student progress.</p>	<ol style="list-style-type: none"> Classroom observations will evaluate effective implementation of the standards. PLC teams will analyze student progress through routine evaluation Improvement in DBQ performance throughout the year. 	<p>-PLC Meeting Agendas and Minutes. PLC meetings weekly.</p> <p>-iReady data and summative classroom assessment data, analyzed weekly.</p> <p>-Classroom observation data, analyzed monthly</p> <p>-PLC members and principal responsible for monitoring.</p>	N/A

Goal 2 (State your science, social studies, and writing goal.): Goal 2 (State your science, social studies, and writing goal.): By May 2028 and evidenced through state summative assessment results, Laurel Elementary School will increase the percentage of students scoring proficient or distinguished in combined writing, science and social studies as follows: -From 17% proficient or distinguished to 25% in combined writing. -From 10% proficient or distinguished to 45% in science. -From 33% proficient or distinguished to 50% in social studies.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			4. Students benchmarking on summative assessments.		

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
<u>Objective 1:</u> By May 2025 and evidenced through state assessments results, Laurel Elementary School will decrease the percentage of students with an IEP who score novice in reading and math as follows: -From 50% to 40% in reading. -From 25% to 20% in mathematics.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Use varied high yield instructional strategies to aid students if they fail to meet mastery. Ensure appropriate academic interventions are in place to meet the needs of identified GAP students—monitor specific needs and gaps for learners as identified in iReady Screeners and Diagnostics. Create a sustainable MTSS system for those in tier II and tier III intervention.	1. Classroom observations will evaluate effective implementation of the standards. 2. PLC teams will analyze student progress through routine evaluation 3. Improvement in standardized reading and math test scores before and after implementing new standards.	-Monitor student progress toward mastery of standards through ongoing formative assessment and to determine tiered intervention needs.	N/A
<u>Objective 2:</u> By May 2025 and evidenced through state assessments results, Laurel Elementary School will decrease the percentage of students with an IEP who score novice in combined writing, science and social studies as follows: -From 100% novice to 25% in combined writing. -From 100% novice to 25% in social studies.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Use varied high yield instructional strategies to aid students if they fail to meet mastery. Ensure appropriate academic interventions are in place to meet the needs of identified GAP students—monitor specific needs and gaps for learners as identified in TCT Screeners and Diagnostics. Create a sustainable MTSS system for those in tier II and tier III intervention.	1. Classroom observations will evaluate effective implementation of the standards. 2. PLC teams will analyze student progress through routine evaluation 3. Improvement in standardized reading test scores before and after implementing new standards.	-Monitor student progress toward mastery of standards through ongoing formative assessment and to determine tiered intervention needs.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): Laurel Elementary School currently has no EL students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By Spring 2028, Laurel Elementary school will increase the Quality of School Climate score from 76.4% to 90%. Laurel Elementary will increase the Safety rating from 74.8 to 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025 and evidenced through state survey results, Laurel Elementary School will increase the Quality of School Climate from 76.4% to 85%.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	-Implement Positive Behavior Intervention System. -Establish a school MTSS team to address both academic and behavioral interventions. -Establish and promote school wide expectations. -Monthly celebrations for student achievement.	1. Decrease in office referrals and behavior incidents school-wide 2. Frequency of students earning rewards 3. Periodic student feedback regarding school climate as well as reward input	-Infinite Campus behavior and attendance data -MTSS team will analyze efficacy of individual behavior intervention/plans by reviewing teacher collected data	-PTO for rewards -Instructional funds for posters, banners, etc.
Objective 2: By May 2025 and evidenced through state survey results, Laurel Elementary School will increase the Safety rating from 74.8% to 85%.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	-Implement Positive Behavior Intervention System. -Establish a school MTSS team to address both academic and behavioral interventions. -Establish and promote school wide expectations. -School Threat Assessment team will be trained/retrained. -Explicitly teach school safety rules and expectations to students.	1. Safe Schools Assessment (Nov 2024) 2. Parent, teacher, and student survey results within the Safe Schools Assessment 3. Analysis of types of behavior incidences and location/time patterns.	-Infinite Campus behavior data -MTSS team will analyze efficacy of individual behavior intervention/plans by reviewing teacher collected data -Staff analysis of Safe Schools Assessment report, which includes stakeholder surveys as well as a buildings and grounds report.	-District for Threat Assessment teams training

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<div><div>Consider:</div><div>Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</div></div> <div><div>Response:</div><div></div></div>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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