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2024-2025 Phase One: Executive Summary for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
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?

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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 SBDM meets once a month to discuss student achievement, review and set policies, and discuss goal to meet the needs of students. Each meeting has a set agenda and minutes. Grade Level Meetings take place frequently to determine a focus area, review data and discuss next steps. GLM's have an agenda, sign-in sheet, and notes documenting the meeting. In addition, the district analyzes data in district meetings, discuss student achievement, and how to enhance learning opportunities in the district. During all meetings we analyze and discuss the current state of our school and address the needs to make improvements. Some data we address include KSA, i-Ready, Brigance, and reading intervention data (Tier I, Tier II, and Tier III). In addition, teachers use classroom assessment data and standards mastery checks to determine next steps.

SBDM - Christy Manning - Principal, Loretta Williams - Teacher, Heather Insko - Teacher, Charity Stout - Teacher, Tammy Madison - Parent Tonya Merritt - Parent.

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School's Purpose

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Elementary School is committed to nurturing and challenging all students to meet their fullest potential as learners today and leaders tomorrow. Our staff ensures a quality education for all students by adjusting to learning styles and instructional needs of the students. TES strive to identify barriers early and address the student's needs.

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 indicator performance rating system, Tollesboro Elemeantary School was rated blue, very high performing school. We are very proud of our students and their achievements. We grew from a yellow rating to a blue rating and strive to continue to stay blue or green. The areas we see needs improvements are reading and math. Math is an area of concern and we are evaluating our practices and curriculum. We have implemented a new math curriculum and have a math intervention teacher. Our high achievements are in combined writing. Each year we improve and have very few novice students. Science is another notable area with zero novice. Social studies was an area of concern and we can see our strategies are improving student achievement. We will continue to implement best practices and improve strategies to increase proficiency.

Teachers will using literacy tasks to implement instruction one on one or small group according to benchmark assessments. Teachers will track data and continue to progress monitor to determine next steps to drive instruction. Students are focusing on Lexia this year and we are implementing a new curriculum. K-2 teachers are implementing Orton-Gillingham to build students phonemic awareness and overall phonic knowledge. Our goal is to increase tier I instruction across all areas.

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In addition, the school climate survey data expressed how well students feel loved and safe at TES. We take pride in providing a safe and caring environment to all students. We understand the need to fulfill this need before instruction can take place and support student success. We will continue to have conversations with students, take surveys, and allow students to have a voice to always make our school better for them.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09172024_10:48

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
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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)

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• 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.
        Christy Manning 9/17/24

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n/a

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_11012024_12:39

2024-2025 Phase Two: The Needs Assessment for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
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Tollesboro Elementary School

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.

   The SBDM meets once a month to discuss student achievement, review and set policies, and discuss goals to meet the needs of students. Each meeting has a set agenda and minutes. Teachers and administration meet in grade level meetings frequently to determine focus areas, analyze data and discuss next steps. Grade level meetings include a sign-in sheet, agenda, and notes. District information is communicated during the meetings, the current state of the school is discussed and student achievement. We collaborate to find ways to enhance learning and opportunities in our school. The school's MTSS team also meets once a month after the district team meets. During the meetings the team analyzes academic, behavior, social-emotional and attendance data. The team determines interventions and next steps that would benefit the student by using progress monitoring data to move students into tier 2 or tier 3. All interventions are evidence based instruction to meet the needs of the student. MTSS also involves all stakeholders including student, parents, and the community. The goal of the MTSS

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Tollesboro Elementary School

team is to intervene early so students receive supports to help them achieve by addressing the whole child.

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 previous CSIP had goals of increasing scores across reading, math, science, social studies and writing. We always add reducing novice scores in all areas. Our goal is always to increase the overall indicator score each year. Results from 23-24 school year earned the school a green color, high performing. This is down from the previous year of blue, very high performing. The indicator score decreased due to reading and math not increasing. We are implementing a math intervention teacher for tier 3 students in primary. In addition, all grades are implementing a RTI schedule to address tier 2 and tier 3 students. Primary grades are following SB9 interventions by utilizing literacy tasks to students in tier 3 after the first screener. Students received the diagnostic which allow teachers to determine the literacy tasks for individual students. Teachers will progress monitor and use various evidence based interventions to reach all students. RTI, scheduling, and data analysis will be reviewed to assure best practices. We will continue to use the vigilant schedule, PLC/grade level meetings, MTSS meetings to review data and make decisions for next steps. In addition, teachers are attending professional developments to assist in increasing instructional strategies and content knowledge.

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.

Math proficient and distinguished students have increased over the last two year. In 2023, student increased from thirty-three (33%) in 2022 to thirty-seven (37%). In 2024, students increased to forty (40%).

The number of students continue to increase in proficient and distinguished scores in writing. In 2023, proficient and distinguished students performed at eighty one percent (81%). In 2024, students performed at ninety-three percent (93%).

Novice students continue to decrease in all areas for the last three years.

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Behavior has decreased in the last two year. In the 2022-2023 school year, twenty (20) students had an behavior incident compared to fourteen (14) in 2023-2024 school year.

Teacher turnover has decreased and the consistency with rigorous instruction has supported the improvement in areas. All teachers in K-2nd have attend Orton-Gillingham training and is implementing it in the classroom. Teachers continue to use the same strategies across grade levels which supports student retention.

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.

The current academic state for reading is fifty-four percent (54%) and math forty percent (40%) proficient/distinguished. This is a decrease in reading from fifty seven (57%) percent in 2023 and an increase in math from thirty seven percent (37%). Social Studies and science decreased from 2023. In social studies, it decreased from fifty three percent (53%) to fifty seven percent (47%). Writing continues to increase each year with only two percent novice in 2024. In 2023, eighty-one percent (81%) to ninety-three percent (93%).

The 2023-2024 Impact Survey showed an increase in every surveyed area. The greatest increase area was in resources with a twenty-two point increase. School leadership followed with a sixteen point increase. Also, managing student behavior and staff leadership relationship increase significantly. Offering additional professional development and resources are a tremendous support to teachers to aide in student achievement. As a school we understood these areas needed extra support.

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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.

Clearly priorities and concerns are in reading and math. The indicator score decreased from 67.1 to 64.5. Students with disabilities are scoring forty three percent (43%) novice in reading and fifty percent (50%) novice in math. This year we implemented new reading and math curriculum. In addition, Orton Gillingham instruction and other interventions are being implemented in classroom. We are using MTSS to address needs in not only academics, but behavior and social emotional learning. We are also addressing attendance with a strategic plan. To address students with disabilities scoring novice we are implementing SPED PLC's. Forty-three percent (43%) of students with disabilities scores novice in reading and fifty percent (50%) scored novice in math.

Science decreased from forty-four percent (44%) to thirty-four percent (34%).

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.

Clearly the strengths is writing at ninety-three percent (93%) proficient and distinguished students. Only two percent (2%) scored novice in writing. The indicator scored increased from 79.2 to 81.8 in 2024.

All content areas except for science continue to decrease each year. Science had zero percent (0%)novice last year and only nine percent (9%) in 2024.

Also, quality of school climate survey maintained as a blue rating. Students expressed they feel safe and loved at TES.

Evaluate the Teaching and Learning Environment

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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

📄 TES School Key Elements 24-25

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.

Review , analyze, and apply data results will be addressed through MTSS and PLC's. This will address student needs, resources, and additional interventions to support student achievement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
TES School Key Elements 24-25		• 7

2024-2025 Phase Two: School Assurances_11012024_12:39

2024-2025 Phase Two: School Assurances

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2024-2025 Phase Two: School Assurances
Introduction

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

Federal Programs

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

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

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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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

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○ 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

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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

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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

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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

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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.

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○ 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

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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

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement Plan_10282024_14:43

2024-2025 Phase Three: Comprehensive School Improvement Plan

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

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

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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

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Attachment Name

📄 TES Comprehensive Improvement Plan 24-25

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

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

Our goal is to decrease novice scores in math and reading focused on students with an IEP. In addition, we would like to increase reading and math proficient and distinguished students.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
PDF TES Comprehensive Improvement Plan 24-25		•

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

- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level ind
schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must ad
academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be inform
Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monit
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur 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 the plan, the rat improvement, a the effectivenes the plan. Your description shou include the artif to be reviewed, specific timeline and responsible individuals.

Goal 1 (State your reading and math goal.): By 2027 increase the overall proficiency indicator score of 64.5 in 2024 to 70.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase students scoring P/D in reading from 54% in 2024 to 56% in 2025.	KCWP 1: Design and Deploy Standards	• Adhere to LC curriculum, instruction, and assessment expectations. • Review and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide. – Focus on Tier I instruction. • Pacing guides updated yearly during PD district-wide teachers. • Grade Level Meetings • Vertical Alignments • Walkthrough – monitor learning targets aligned to the standards.	• Data from i-Ready • Lexia data • KSA data • Other formative/summative assessments	• Universal screener (i-Ready) 3 times a year. • KSA once per year • Progress monitoring of instructional lesson passed by students. • Progress monitoring tiered students (SB9).	District
		• Additional PD for reading intervention teacher and ELA/Reading teachers. • Continue utilizing literacy strategies.	• Assessments • Data from i-Ready • Walk through data • Feedback from teachers		Title 2 District
	KCWP 4: Review, Analyze and Apply Data	• Review data from previous year. • Modify RTI frequently, especially after i-Ready diagnostic. • Grade Level Meetings • Progress Monitoring (SB9)	• Data from i-Ready • KSA data • Other formative/summative assessments • Meeting agendas	• Teachers and administration will monitor data weekly, monthly and report on data during grade level throughout the year.	District
	KCWP 2: Design and Deliver Instruction	• Create lessons and teach those lessons, follow curriculum • Implement strategies from PD like Kagan strategies. • Student Engagement	• Data from i-Ready • KSA data • Other formative/summative assessments • Walk-through data • Observation data		District
		• Review pacing guides: Teachers will develop pacing guides. • Teachers will highlight pacing guides and date them when	• Walk-through data: district and school level administration.	• District and school level administration will complete walk-throughs throughout the year.	$0

		they have completed a standard/assessment.			
Objective 2: Increase students scoring P/D in math from 40% in 2024 to 42% in 2025.	KCWP 1: Design and Deploy Standards	• Adhere to LC curriculum, instruction, and assessment expectations. • Math teachers attend Kagan Strategies math PD and other Kentucky Mathematics trainings. • Review and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide. - Focus on Tier I instruction. • Pacing guides updated yearly during PD district-wide teachers. • Grade Level Meetings	• Data from i-Ready • KSA data • Other formative/summative assessments	• Universal screener (i-Ready) 3 times a year. • KSA once per year • Progress monitoring of instructional lesson passed by students.	District FRC
	KCWP 2: Design and Deliver Instruction	• Create lessons and teach those lessons, follow curriculum. • Implement strategies from PD • Student Engagement • IXL, Extra math, and Prodigy math	• Data from i-Ready • KSA data • Other formative/summative assessments • Walk-through data • Observation data		School funding
		• Review pacing guides: Teachers will develop pacing guides and post in their classrooms. • Teachers will highlight pacing guides and date them when they have completed a standard/assessment. • Math intervention teacher collaborates with teachers to deliver individualized instruction.	• Walk-through data: district and school level administration. • Weekly updates from intervention teacher. • i-Ready Data	• District and school level administration will complete walk-throughs throughout the year.	$0
		• Review data from the past year	• Data from i-Ready • KSA data	• Teachers and administration will	$0

	KCWP 4: Review, Analyze and Apply Data	• Modify RTI frequently, especially after i-Ready diagnostic.	• Other formative/summative assessments	monitor data weekly, monthly and report on data during grade level throughout the year.	
		• Implement math tiered instruction using data from i-Ready.	• Assessments • Assessment and data from i-Ready • Walk through data • Feedback from teachers		

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2027 increase the overall indicator score from 81.8 in 2024 to 87.8.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase P/D scores in Social Studies from 47% to 50% in 2024.	• KCWP 1: Design and Deploy Standards	• Adhere to LC curriculum, instruction, and assessment expectations. • Review and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide. • Pacing guides updated yearly during PD district-wide teachers. • Grade Level Meetings • Additional PD for Social Studies teachers.	• KSA data • Other formative/summative assessments	• KSA once per year	$0
		• Implement Everfi and DBQ activities. • Implement Jana Kirchner strategies and vocabulary lessons.			Title I
		• Review KSA data from past year.	• KSA data		$0

Goal 2 (State your science, social studies, and writing goal.): By 2027 increase the overall indicator score from 81.8 in 2024 to 87.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	• KCWP 4: Review, Analyze and Apply Data	• Modify RTI within the classroom.			
		• Review and analyze formative and summative assessments. Give students immediate feedback.	• Other formative/summative assessments		$0
	• KCWP 2: Design and Deliver Instruction	• Create lessons during summer PD with district teachers. Teach those lessons and follow curriculum while collaborating throughout the year with district teachers. • Collaborate with writing teachers to implement writing strategies in SS lessons. • Attend Jana Kirchner SS training (Exploring KAS SS thorough Inquiry based strategies).			District
		• Review pacing guides: Teachers will develop pacing guides and post in their classrooms. • Teachers will highlight pacing guides and date them when they have completed a standard/assessment.	• Walk-through data: district and school level administration.	• Teachers and administration will monitor data weekly, monthly and report on data during grade level throughout the year.	$0
Objective 2 Increase P/D scores in Science from 34% to 37% in 2025.	• KCWP 1: Design and Deploy Standards	• Adhere to LC curriculum, instruction, and assessment expectations. • Review pacing guides and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide.	• KSA data • Other formative/summative assessments	• KSA once per year	$0

Goal 2 (State your science, social studies, and writing goal.): By 2027 increase the overall indicator score from 81.8 in 2024 to 87.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Pacing guides updated yearly during PD district-wide teachers. • Attend Science Leaders PD throughout the year • Grade Level Meetings			
		• Additional PD for Science teachers. – Stella training			District
	• KCWP 4: Review, Analyze and Apply Data	• Review KSA data from past year. • Modify RTI within the classroom.	• KSA data • Other formative/summative assessments		$0
		• Review and analyze formative and summative assessments. Give students immediate feedback.	• Other formative/summative assessments		
	• KCWP 2: Design and Deliver Instruction	• Create lessons during summer PD with district teachers. Teach those lessons and follow curriculum while collaborating throughout the year with district teachers. • Review pacing guides: Teachers will develop pacing guides and post in their classrooms. • Teachers will highlight pacing guides and date them when they have completed a standard/assessment.	• Walk-through data: district and school level administration	• Teachers and administration will monitor data weekly, monthly and report on data during grade level throughout the year.	$0
		• TCT will be administered a least twice a year.	• Results will be analyzed and used to progress monitor students.		$0

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease novice scores in reading for students with disabilities from 43% in 2024 to 38% in 2025.	• KCWP 1: Design and Deploy Standards	• Adhere to LC curriculum, instruction, and assessment expectations. • Review and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide. • Pacing guides updated yearly during PD district-wide teachers. • Grade Level Meetings • SPED PLC Meetings	• Data from i-Ready • KSA data • IEP Goal Data • Other formative/summative assessments	• Universal screener (i-Ready) 3 times a year. • KSA once per year • Progress monitoring of instructional lesson passed by students.	District
		• Implement reading intervention classes. • Additional PD for reading intervention teacher and ELA/Reading teachers. • Continue utilizing literacy strategies.	• Assessments • Data from i-Ready • Walk through data • Feedback from teachers		Title 2 District
	• KCWP 2: Design and Deliver Instruction	• Create lessons and teach those lessons, follow curriculum • Implement strategies from PD • Student Engagement • Aides will assist when available.	• Data from i-Ready • KSA data • Other formative/summative assessments • Walk-through data • Observation data	• District and school level administration will complete walk-throughs throughout the year.	District
		• Review data from the past year	• KSA data • I-Ready data • Other formative and summative assessments		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Modify RTI frequently, especially after i-Ready diagnostic.			
	• KCWP 4: Review, Analyze and Apply Data	• Review and follow updated pacing guides and document mastery percent of attainment of each standard on the pacing guide. • Pacing guides updated yearly during PD district-wide teachers. • Grade Level Meetings • SPED PLC Meetings			$0
		• Create lessons and teach those lessons, follow curriculum – LC Classroom Structure • Adhere to LC curriculum, instruction, and assessment expectations. • Implement strategies from PD • Student Engagement • IXL and Extra math			School funding
Objective 2 Increase P/D scores in math for student's labeled disability- with IEP from 25% in 2024 to 30% in 2025.	• KCWP 1: Design and Deploy Standards	• Review data from the past year • Modify RTI frequently, especially after i-Ready diagnostic.	• Data from i-Ready • KSA data • Other formative/summative assessments	• Teachers and administration will monitor data weekly, monthly and report on data during grade level throughout the year.	$0
	• KCWP 2: Design and Deliver Instruction	• Resource teachers will work individually with students labeled as disability.	• Assessments • Assessment and data from i-Ready • Walk through data • Feedback from teachers		District

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Resource teachers will collaborate with regular education teachers to determine lesson deployment for students. • Plan strategies for student's needs.			$0
	• KCWP 4: Review, Analyze and Apply Data	• Resource teachers will work individually with students labeled as disability.			$0
		• Teacher aides will assist students when able in the regular classroom.			$0
Objective 3 Increase P/D social studies scores for student's labeled disability- with IEP from 20% to 25% in 2024.	• KCWP 1: Design and Deploy Standards	• Review data from the past year • Modify RTI frequently, especially after i-Ready diagnostic.	• Data from i-Ready • KSA data • Other formative/summative assessments	• Teachers and administration will monitor data weekly, monthly and report on data during grade level throughout the year.	District
		• LC Classroom Structure • Adhere to LC curriculum, instruction, and assessment expectations • Resource teachers will work individually with students labeled as disability.	• Assessments • Assessment and data from i-Ready • Walk through data • Feedback from teachers		
	• KCWP 2: Design and Deliver Instruction	• Resource teachers will work individually with students labeled as disability.	• Assessments • Assessment and data from i-Ready • Walk through data • Feedback from teachers		
		• Resource teachers will collaborate with regular education teachers to determine lesson deployment for students.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Plan strategies for student's needs.			
	• KCWP 4: Review, Analyze and Apply Data	• Resource teachers will work individually with students labeled as disability.	• Assessments • Assessment and data from i-Ready • Walk through data • Feedback from teachers		
		• Teacher aides will assist students when able in the regular classroom.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Currently no ELL at Tollesboro Elementary School.					
Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Home Language Survey is included in the enrollment packet for Lewis County Schools.	KCWP 4: Review, Analyze, and Apply Data	• Enrollment, Identification, and Initial Placement of ELLs • The Home Language Survey identifies students whole first language is not English.	• Home Language Survey	• Home Language Survey	$0
	KCWP 5: Design, Align, and Deliver Support	• Administration and teachers will work collaboratively to continually improve the ELL system for all students. • English Instruction/Immersion to English Language Learners through collaboration and professional development. The school will provide pull-out resource time or after-school tutoring for students who are in the beginning stages of English development.	• Grade Reports • Common Assessments • Benchmark Assessments (if applicable) • Teacher/Student/Parent Input	• Collect and Record Data Each Grading Period • Common Assessments • Benchmark Assessments (if applicable) • Listening, Speaking, Reading, Writing Skills • Teacher/Student/Parent Input	$0
Objective 2 Upon receiving the Home Language Survey, the District ELL Coordinator makes arrangements to administer the WIDA Screener to the ELL students.	KCWP 4: Review, Analyze, and Apply Data	• Exited EL students are monitored for four years after meeting the Kentucky requirements for English proficiency.	• Grade Reports • Common Assessments • Benchmark Assessments (if applicable) • Teacher/Student/Parent Input	• Collect and Record Data Each Grading Period • Common Assessments • Benchmark Assessments (if applicable) • Listening, Speaking, Reading, Writing Skills • Teacher/Student/Parent Input	$0

Goal 4 (State your English Learner goal.): Currently no ELL at Tollesboro Elementary School.

Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• English proficiency and growth are measured each year (January) using WIDA Access for ELs Online Assessment grades 1-12 and K-Access for Kindergarten.	• WIDA Access • K-Access	• Listening, Speaking, Reading, Writing Skills • WIDA Access or K-Access	$0 State Funded
	KCWP 5: Design, Align, and Deliver Support	• Administration and teachers will work collaboratively to continually improve the ELL system for all students. All students will be assessed using WIDA as a universal screener.	• WIDA Access • K-Access	• Listening, Speaking, Reading, Writing • WIDA Access or K-Access	$0 State Funded

Goal 5 (State your climate and safety goal.): The Climate and Safety Index will increase from 82.1 in 2024 to 86 in 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Climate Index will increase from 84.3 in 2024 to 86.0 in 2025 as measured by KSA.	• Consistently monitor and evaluate efforts to provide resources and outreach to students.	• Defined space for the Counselor's mailbox referral system outside of the counselor's door. • Online form for teachers to refer students needing assistance from the counselor.	• The number of student referrals decrease. • Student check-ins demonstrate students are feeling better and successful.	• Counselor will monitor students and keep a log of check-ins with each student.	$0
		• SEL classes	• Students will received classes at least once a month. K-2 usually two times a month.		
	• Develop further opportunities for students to take active roles in discussing the educational environment with staff.	• Create a committee of students to take an active role in voicing concerns to the principal and counselor.	• Student Feedback • Teacher Feedback		$0
	• Effective communication with parents and community.	• Facebook • Newsletters • Marquis sign • Remind • Phone calls • Meetings • Kindness Plan	• Feedback from the community, teachers, and parents. • Contact Log in IC		
Objective 2 The Safety Index will increase from 80.5 in 2024 to 83.0 in 2025 as measured by KSA.	• Develop further opportunities for students to take active roles in discussing the educational environment with staff.	• Create a committee of students to take an active role in voicing concerns to the principal and counselor.	• Student Feedback • Teacher Feedback		$0
	• Continue to review the safety protocols for January.	• During grade levels discuss safety regulations and protocols. • Review with students and practice drills. • Safety checks during instruction.	• Percentage of doors locked and protocols meet during walkthroughs.	• Walkthroughs from building and district level.	$0

	• Continue to create procedures and protocols for visitors, students, and discipline. - Raptor • Ensure substitute staff members have access to clear defined procedures and information.	• Review procedures and protocols with staff. • Continue to follow discipline guidelines set at the beginning of the year. • Substitutes are trained and carry a badge with instructions for lockdown and other drills.	• Monitor substitutes. • Feedback from teachers and substitutes.	• Walkthroughs from building and district level.	$0