

## 2019-220 Phase Three: Executive Summary for Schools\_12202018\_14:56

### Phase Three: Executive Summary for Schools

**Laurel Elementary School**  
Alan Kidwell  
Rt. 1 Box 108  
Vanceburg, Kentucky, 41179  
United States of America

Last Modified: 12/27/2019  
Status: Open

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## Phase Three: Executive Summary for Schools

### 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 is a p-6 Elementary school located in southeastern Lewis County. The community is nestled in the foothills of the Appalachian mountains, in the epicenter of where manufacturing and agriculture has been neglected by the government and those having political power. In the Laurel service region there are no businesses to align themselves with, and there are none planning on moving to the area. The agricultural land if for the most part fallow, and tobacco patches and barns that once were the center of the economy remain empty.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school mission statement is : "To EMPOWER students of Southeastern Lewis County to overcome obstacles and exceed expectations." The school embodies its purpose through servant leadership of its community, by empowering each student we serve. Evidence of success in this mission statement is the fact that Laurel Elementary had the highest proficiency indicator (70.7) and the highest growth indicator score (19.3) in comparison to all Lewis County schools. The proficiency indicator gives stakeholders the belief that our students will have success in the future on the ACT test, which due to their socioeconomic status by in large, is essential in their post secondary education. The growth indicator, at least to us, is evidence that our teachers and students work effectively together to overcome obstacles and achieve 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.

Laurel Elementary earned the highest overall academic index in school history, by achieving an overall index of 74.3. Under the accountability system we have been under for the past six years Laurel Elementary would have once again been labeled a Distinguished school. During the 2016-2017 year Laurel Elementary had the highest achievement and growth scores in school history. 2017-2018 scores showed the highest proficiency and growth indicators in the Lewis County School District, as well as improvement in Reading scores, and novice math numbers being extremely limited. Each stakeholder at Laurel Elementary is dedicated to giving each student the opportunity to achieve grade level benchmark, as well as a years growth. Since the vast majority of our students are gap students, we do not discriminate nor do we reverse discriminate against this population. We selflessly serve each student to the best of our ability to ensure that they are empowered both academically and socially for present and future success.

#### Additional Information

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

The faculty, staff, and supportive community personify the mission statement of "To empower students of southeastern Lewis County to overcome obstacles and exceed expectations."

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 Phase Three: Comprehensive Improvement Plan for Schools\_11262019\_11:50**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

#### 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 between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. 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. 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 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*, *Shipleigh*, *Baldrige*, etc.).

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

**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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. 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. Should include timelines and responsible individuals.

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

#### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template




- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

Included in the attachment. Currently the LES SBDM has approved with modifications in order to comply to deadlines.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 LES CSIP 2019-2020		•