



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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## **2020-21 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 2020-21 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- 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.***

Please enter your name and date below to certify.

Kimberlee J. Webb ~ Oct. 2, 2020



## 2020-21 Phase Two: The Needs Assessment for School

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed 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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

In an effort to review, analyze, and apply data results, school leadership met with district personnel initially to begin the process of breaking down various types of assessment data (K-PREP, Brigance, EasyCBM, STAR, and MAP) A team of district instructional coaches, instructional supervisor, and administration met to review current data, look at trends from previous years, and create a plan to implement in order to move forward. After multiple meetings among district and school level leadership teachers participated in a full day of test analysis which took place over two half day sessions. At this initial meeting with teachers our staff took a look at overall scores and school wide data. We began to target what we identified as areas of concerns as well as celebrations. All of action plans from the past year were revisited to see what we did that worked and what were some things we still needed to change. Also, our teachers created some baseline data for improvement, goals set, and a plan to track data was put into place. At the second session of the test analysis data was broken down into specific subgroups so that we could further identify gap groups, barriers, and areas of excellence. We took time to look at trend data that was developing, closely studied individual student data with cut scores, and completed an in-depth district analysis review. Teachers and district leadership will work together to meet in monthly data driven PLC's. The district will hold a community stakeholder meeting to inform those of current test data and an overview of the analysis completed. All of the meetings that the leadership, teachers, and stakeholders participate in are documented through an agenda, sign-in, and if applicable graphic organizers used.

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State - Salem Elementary School (SES) saw an increase in students performing at the proficient or distinguished(P/D) level as measured by the state assessment: \*Reading had an increase of 5.7% moving from 48.8% to 54.1% \*Math had an increase of 16% going from 35.2% to 51.2% \*Social Studies had an increase of 17.4% moving from 24% to 41.4% \*On-Demand Writing had an increase of 33.4% going from 8% to 41.4% \*Science had slight decrease of .4% going from 32.7% to 32.3% \*Decreased Novice learners in all areas/content \*Females out performed males in all content areas besides Social Studies and that was only a 1.9% difference \*Students with disabilities had 75% Novice/Apprentice in Reading and 80% Novice/Apprentice in Math \*Students that are non-economically disadvantaged outscored those that are economically disadvantage in all content areas but writing

## Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

\*60% of Students with disabilities scored Novice in Reading \*40% of Students with disabilities scored Novice in Math \*60% of all students scored Apprentice in Science  
\*Economic Disadvantage Students scored over 50% at the Novice/Apprentice levels:  
50.8% Reading, 55.6% Math, 75.5% Science, 66.6% Social Studies, 53.9% On-Demand \*Scored below the state average in both On-Demand and Social Studies

## Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In looking at data from the previous two academic years the trend of Novice reduction is still prevalent and a focus area for our school. However, this year we did see a decrease in Novice in all content areas. While we have seen some decline, we have not met our goal or been equivalent to state percentages in that area. In Reading and Math we did see an overall decrease in Novice which justifies that some of the strategies being used are being effective yet we still have more room to improve. Along with novice reduction, our school is seeing our separate indicator subjects (Social Studies and Writing) as areas that need improvement. This past year we experience huge gains in these areas, especially On-Demand Writing and Social Studies so we know that some of the strategies we are putting into place are working but we want to continue to see this increase. It is our goal that we can reach same percentages of the state average, we are only 3% away in writing so we know that this is attainable. We are continuing to focus on these areas for improvement. Also, our school is going to have to target the students identified with disabilities and those categorized as economically disadvantage as they are showing significant gaps for our school.

## Potential Source of Problem

. Which 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 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](#)

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

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

After careful review of our school's assessment data we have chose to focus on two main areas in order to help us make the gains we are striving for in order to see the most improvement in our students. The first focus area will be Review, Analyze, and Apply Data Results. This year we plan to continue the implementation of current practices while also adding in some new ones that will help positively effect our assessment data. First of all students in grades K-5 will participate in benchmarking with a universal screener three times a year. While we currently use EasyCBM we will begin using the MAP system this year to have data that correlates with KPREP results. After each benchmarking period students's scores will be sent home parents/guardians as well as discussed one on one with students by administration. Also, those results will be visually graphed for the students to see and displayed in their grade level classrooms. Students will be striving for proficiency and will understand where they are in connection with the proficiency target. Teachers will use the data from these benchmarks to guide instruction and be the center of their PLC's. This year we are having monthly PLC's in which data will be reviewed, analyzed, and decide how it best drives instruction through strategies being used. We will use this data along with progress monitoring to track students performance and create our "name and claim" group to target. All of this data analysis will be possible with MAP testing, EasyCBM, and in class assessments. Our second area of emphasis will be on Designing, Aligning, and Delivering Support Processes with Sub-group. Focus. This will take place through one-on-one skill checks and differentiated homework based on student's individual levels and needs. Students will continue to be in RTI or RTA depending on benchmarking results and be provided with intense interventions in areas of need. In addition to these interventions we have started a small group instruction time where every child will be targeted through an intense thirty minute rotation of skills in both reading and math. Every child will receive this intervention time weekly and will be exposed to math, reading, phonics, fluency,

comprehension, extended response and many more targeted areas for student performance.

## Strengths/Leverages

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

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

\*Increase in students scoring proficient/distinguish in content areas: 16% gain in math, 17.4% gain in Social Studies, 33.4% gain in On-Demand Writing, 5.7% gain in Reading \*Novice Reduction in all content assessed areas: decrease of 1.9% in both Science and Reading, 7.4% decrease in Math, 5.4% decrease in On-Demand Writing, 15.9% decrease in Social Studies \*Overall gains in all three reporting areas: 8.9% increase in Proficiency, 13% increase in Separate Academic Indicators, and over 40% gain in Student Growth

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: School Assurances

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## 2020-21 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.

## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

Yes

No

N/A

**COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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**

9. 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

10. If the school is implementing 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**

11. If the school is implementing 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**

12. If the school is implementing 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**

13. If the school is implementing 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**

14. If the school is implementing 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**

15. If the school is implementing 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**

16. If the school is implementing 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**

17. If the school is implementing 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

18. If identified for targeted support and improvement, 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**

19. If identified 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**

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

### COMMENTS

21. 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

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

### COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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**

25. 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**

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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**

27. The school provides parents of participating children, 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**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

**Yes**

No

N/A

**COMMENTS**

29. 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**

30. 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**

31. 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**

32. The school educates teachers, specialized instructional support personnel, principals, and 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**

33. 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**

34. 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**

35. 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**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: School Safety Report

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## 2020-21 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

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)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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, should not be reported herein until the 2022-2023 school year and beyond.*

Yes, Salem SBDM met on Sept. 8, 2020 to adopt the emergency plan.

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 each teacher was provided with evacuation routes to post in their classrooms and administrator made sure all other rooms had them posted as well.

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 each teacher was provided with evacuation routes to post in their classrooms and administrator made sure all other rooms had them posted as well.

5. 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)?

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

Yes the emergency plan was reviewed and updated in early August following last school year and before this school year started.

6. 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 date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes the emergency plan was presented to all staff on our teacher opening day of school which was August 19, 2020.

7. 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)?

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

No ~ Salem has not resumed in-person classes and have remained virtual thus far due to COVID-19. When we come back to in-person setting we will conduct all necessary drills.

8. 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)?

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

Yes

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district 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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## 2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

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

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The Russell County School Districts' mission is to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment for all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

---

Russell County School Districts' top two priorities for professional development that support continuous improvement are closing the achievement gap and proficiency for all with standardsbased instruction.

3. How do the identified **top two priorities** of professional development relate to school goals?

Russell County School Districts' first priority for professional development relates to our achievement gap and growth goals. Our second priority for professional development relates to our proficiency and separate academic indicator goals. We feel that a focus on these two areas will give teachers tools and resources to use in the classroom whether the instruction is happening virtually or in-person.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The first objective for professional development is to equip all teachers with training centered around strengthening instruction for all learners, with evidence/research-based targeted strategies for struggling learners, as well as how to create a learning environment for great instruction to occur for all students. The second objective is to focus on the Pillars of Literacy - Reading, Writing, Speaking and Listening, to increase student engagement across all content areas. Due to the unknown centered around COVID-19 and the barriers, it has created in education, short and longterm changes that need to occur in order to meet goals will have to be monitored and potential adjustments made periodically.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to close the achievement gap by increasing student engagement which is paramount in all human learning no matter the age or grade of the student. Practices will include strong Tier I instruction, modeling, and targeted effective feed

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

One indicator of success would be an increase in student participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, district benchmark

assessments (if we are back in school, and can administer), and closing the achievement gap as measured by state assessments.

4d. Who is the targeted audience for the professional development?

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development will be staff, funding, materials, time, and partnership with our regional cooperative to help offer professional learning for our district to help us in improving skills and strategies we can use to close the achievement gap and improve proficiency for all.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The first objective for professional development is to ensure teachers know their grade-level academic and performance standards and how students should apply the skills at a proficient level. The second objective is for teachers to know and understand previous grade-level academic and performance standards to allow for intentional, scaffolded, and small group instruction K-12 to ensure grade-level proficiency.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are for teachers to have more confidence in their knowledge of current and previous grade-level standards for proficiency levels to increase. Exposing students to grade-level work and scaffolding instruction is proven to increase student outcomes more efficiently. The use of formative and summative assessments will also be used to help students learn from the specific and targeted teacher feedback.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

One indicator of success would be an increase in student performance and participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, and district benchmark assessments (if we are back in school and can administer).

5d. Who is the targeted audience for the professional development?

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development will be staff, funding, materials, time, the Kentucky Department of Education's Standards website training materials, modules, webinars, and partnership with our regional cooperative to help offer professional learning for our district.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

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

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## 2020-21 Phase Three: Executive Summary for Schools

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

Salem Elementary School is located in Russell Springs, KY. Salem is a rural community in eastern Russell County just outside the city of Russell Springs. Salem Elementary is surrounded by a supportive community of parents, businesses, and stakeholders. This school year Salem currently has an enrollment of 381 students that range from pre-school age to fifth grade. SES is a Title 1 school having 76.64% of our students receiving free and reduced lunch. Salem provides two classrooms per grade level with the exception of Kindergarten, first grade, second, and fifth grades. In the past two years, due to the beyond capacity numbers, Salem was able to qualify for a Title 2 reduction teacher to help aid the school in hiring an additional teacher for first grade allowing three classrooms in that grade level. In both kindergarten and first grade our classrooms are structured in a self-contained set up while the intermediate grades of (2-5) are departmentalized. Through departmentalizing our classrooms students have an equal amount of time in content areas with highly qualified teachers that can focus on specific content standards. Students in all grade levels are challenged with a rigorous curriculum. Salem Elementary functions as a team and everyone is in the game at SES. Our instruction begins immediately with everyone in the school teaching reading and/or math. The schedule reflects the librarian and gym teacher working with intervention groups as soon as the school begins and on various days throughout the week, the counselor and Family Resource director pitch in to lead intervention groups as well. The team concept allows teachers to foster relationships with students to guide them to reach their potential. Also, at Salem Elementary we have very intensive and rigorous intervention programs such as RTI and RTA. While the state mandates that the students scoring in the 10th percentile and below be targeted for RTI services we target those students who actually fall below the 25th percentile. Currently we have those students below the 10th percentile receiving intensive reading intervention strategies through our Read to Achieve program and then those falling between the 10th and 25th percentile are engage in RTI services. Since the 2014-2015 (and continuing) school year Salem Elementary has added every student not meeting grade level on universal screener or not meeting proficient benchmarks on KPREP testing. We now transitioned from three full time preschool classes to just one which has sustained our enrollment to 33 students. In addition with the transition of preschool students this has directly effected our school as several of students have stayed at Salem as well as brought in siblings to add to our

enrollment. Pre-school students can vary from ages three to five and can come with various disabilities and economic backgrounds. Another challenge facing Salem Elementary in recent years is the increased number of students being raised by grandparents due to parents being unable to care for their children. We are at the point where some of our students are even being raised by great-grandparents causing even more of a need for support for our families. Our students come to us with both academic and social needs that we are focused on trying to meet. Salem receives great community and parental support. Salem Elementary looks for ways to improve and make our school and students stronger on a daily basis. The school community of SES is highly committed to the achievement of the school's improvement goals in the 2020-2021 CSIP.

. 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.

Salem Elementary is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' every day and creating a culture of high expectations. At SES we are working together with SBDM, parents, community stakeholders, staff, and students to help create this vision leadership for our school. The mission of Salem Elementary School is preparing today's student leaders for tomorrow's world. Currently the students have collaborated with the faculty to create individual classroom mission statements. This has allowed our students to have a voice in creating expectations that will create success for them. Also, this partnership between the faculty and students is creating a shared responsibility in which the students have an integral part in leading their educational achievements. It is an ongoing process that we began to take our students down the road into creating a personal mission statement in which they will begin to set goals for themselves that they can proud in achieving. Our focus is to help students understand their own worth and value through various leadership activities as well as the educational learning environment where hard work is the norm. It is our belief that students need to experience achievement in these all areas regardless of their background to know that they are important and can be a successful learner. All students participate in classrooms where rigorous instruction is present through standards based programs such Journeys Reading, Eureka Math, and new to our school Artful Reading. The curriculum is guided by the researched based programs but along with that, Salem implements other academic strategies. For example, we have a RTI program in place that targets those students who are struggling in math and reading as well as various computer based programs that serve as a support to our students. Also, Salem has a peer tutoring program in place where our high

achieving students are given the opportunity to challenge each other as well as collaborate with those that can learn from them. At Salem it is always about pushing our students to reach their potential even if they don't see it and sometimes that can come through working with school age peers. Additionally, our after school program is offering a variety of activities to enrich the students interests and abilities. For example, Double Dutch Jump Rope Teams, Cross Country running, Freckle, Lexia, Library enrichment and pop up story hours from local public library, and health related activities sponsored by our local health department. Salem also has clubs for those students to find skills that they can excel in besides academic. 4-H clubs meet and focus on cooking/art skills. These programs allow our students to experience success in a completely different atmosphere and with a completely different curriculum. At Salem we believe that students have a right to a quality education with rigorous learning opportunities and that students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Learning is a lifelong process and at Salem Elementary all children can achieve at high levels and are all staff committed to providing interventions and enrichment to enable all students to reach their potential.

. 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.

Over the past three years and even now we are continually focusing on decreasing the average novice/apprentice average in reading and math. Salem Elementary has chosen to focus on each child that is not reaching proficiency on KPREP testing and each child that is not reaching grade level on the universal screener and have placed all of those students into RTI services. With the changes and shift of focus over the past two years, our school experienced exponential growth last year. As for notable achievements Salem Elementary fields a competitive academic team and quick recall team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents our school each year at the Governor's Cup. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Our students participate in 4-H speech contests, demonstration contests, poetry writing contests, and piggy bank design contest. There have been numerous winners from our school presented. Two years ago, our school began a new community outreach program that is focused on kindness. Last year, our Kindergarten students saved change in socks and collected over \$500.00 for our local family resource center. Our fifth grade students raised over \$1300.00 to purchase blankets for the nursing home and the local homeless. This month we have called it "Light Up SES with

Kindness" where students and families together have participated in a community food drive and then had a family night as an culminating activity. Last year over 350 people came out to make ornaments, watch the lighting of the kindness tree, and join in together as bring a light of kindness for our school and community. Throughout the year we will provide our students with several opportunities for them and their families to participate in acts of kindness and community service as a way to reach out to others. Lastly, school attendance is something we pride ourselves on as Salem was named top school in our district for high attendance and then went onto be named number in region fourteen for small school attendance. Areas of Improvements: While the past year brought Salem evidence of a improvement and growth in several areas we are continually striving to get better and create a solid foundation for our students. As we had some intense data analysis we have targeted continued areas of improvement that our school wants to strive towards. Although there was increased achievement in reading and math we still plan to focus on those areas so that we can maintain performance at the state level or above. Also, our other content areas of Social Studies, Science, and On-Demand Writing are primary focus groups. These are subjects that we are working hard to maintain positive increases. A couple of years ago these particular content areas had seen significant loss but we are back on track with them and are going to continue to push that. Over the past few years we have implemented several strategies that are helping us reach more of our students and build their achievement.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

. 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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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

All achievement gap groups are identified on spreadsheet. Males: 96/177 54.2%  
Females: 81/177 45.5% Hispanics: 19/177 10.7% Free-Reduced: 140/177 79%  
Disabilities: 23/177 12.9%

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Salem Elementary is a small rural school nestled near Lake Cumberland. We have a total school enrollment of 355 including Pre-school. We are a close knit "family" that loves our students with all our heart. We focus on the whole child and set to develop them into their full potentials. Our faculty is a tight knit group that stands together for the betterment of our students and school. It is very important to Salem Elementary School that our students are and feel safe. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community's culture. Salem Elementary is home to the hardest working and best students. We have a wonderful family support system. Our relationships with our parents are very open and honest and this strengthens our school. Our community is very supportive of Salem Elementary School and we can count on the community for supporting us when needed. Our student's buckets are filled with love daily, and in return they fill ours to the rim. We take great pride on our loving and safe school climate and culture. When working with our gap population Salem takes extra time to provide intensive interventions for our students with disabilities. It is our goal to help them overcome the barriers of their disabilities to reach their potential and find success in the classroom setting. With a high percentage of free/reduced lunch students our school strives to foster positive relationships with our parents, staff, family resource center and outside agencies. It is through these relationships that we want to help meet any needs of our students/families that will ensure the well being of the child both at home and school.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

While SES has not successfully closed the gaps we have and are still implementing strategies that focus on these populations. We have seen a steady increase of the number of students being classified in Free/Reduced and students with Disabilities which is causing those gap groups to be sustained rather than closed. Salem is working hard at narrowing the gaps from year to year but none of the gaps are actually closed as we are in a state of improvement.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Looking at the improvements Salem has made some notable gains over the past two years: Reading Math Social Studies On Demand 16-17 44.1 40.1 39.6 27.1 17-18 48.8 35.2 24 8.0 18-19 54.1 51.2 41.4 44.4 As shown above the trend data in the content areas are on the rise as over two years ago we have made some significant gains. In addition this past year our school saw a high rating of student growth at 65.3% which supports the efforts and achievement gains.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

While all of our content areas saw growth this past year the same can't be said for our achievement gap groups. Salem has seen a lack of progression in the area of our economically disadvantaged groups in their accountability performances. They scored around 30% lower than those students who are non-economically disadvantaged. Even more concerning is the performance or lack there of in our students with disabilities. There was not any content area where students with disabilities scored more than 25% proficient/distinguished and they scored at least 20% lower than the students non identified with disabilities.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

All of our faculty and staff are involved in closing the achievement gap and work hard toward that goal. We have an all hands on deck policy that involves our gym teacher, librarian, counselor and all assistants to help with Literacy Centers and Math Stations. While we are very proud of the effort of our faculty and staff we do feel that our large class sizes in the intermediate setting and small staff is a barrier for us in closing our achievement gaps. In order to help target these larger classes Salem has went on to departmentalize second grade as well as implement the use of an interventionists and waiver resource person. A significant increase in our students with disabilities population without an increase in staff has provided a barrier as well. We currently have resource teachers who are working to try and close the gap yet when 12.9% of the school is made up of students that have disabilities that is a hard obstacle to overcome. Outside of basic demographics and numbers there are other barriers that have kept Salem from closing the gap. After taking a look at the 6 key work process we identified some areas of weaknesses that was leading to us not closing the gap. A really big area that SES has not been successful in was creating student ownership for their education. We realized we have to include students in the data analysis process, have them set goals, and hold

them accountable for their own learning. After each benchmarking period there has been time set aside for students to meet with administrators one on one to look at scores, set goals, and track progress. Also, we decided that our teachers needed to work on providing the students with assessments that match the rigor of the standards, Although we were completing multiple assessments we didn't feel like we were testing them to the depth that the standard was asking. While we found other areas of improvement these were the ones that seemed to be the biggest barriers we faced when closing the gap.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

It will be a priority to increase the involvement of our teachers, parents, and community leaders in the monitoring and reviewing of the CSIP. We will hold stakeholder meetings in which community leaders, parents and teachers were all represented. At the meetings we will discuss what the achievement gaps were and how we planned to tackle those gaps with our wide variety of strategies and activities. We will have a discussion times within those meetings for stockholders to ask questions and offer suggestions to strategies and activities. In addition to the stakeholder meetings we will also present the CSIP at faculty meetings, PTO meetings, and SBDM meetings. By doing this we were able to educate as many people as possible on our gaps and our plan to attack those gaps. We found that the more exposure that we give the CSIP, the stronger that it will become. At our Open House we set up a table that was devoted to the CSIP. This allowed us to give our returning parents a fresh reminder of our where our goals were leading this year and to familiarize our new parents with what the CSIP was and its role within our school. We plan to continue this level of involvement during the upcoming school year.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Salem began an intensive professional development plan that started in September when our entire faculty met to take a deep look into barriers our school was facing and coming up with ways to overcome those barriers. At our pd day our school analyzed the schedule change that was implemented last year in which the school departmentalized both 4th and 5th grades in an effort to provide students with more intentional learning opportunities. During the schedule change time on task was maximized, teacher content was determined based on teacher strengths and student needs were considered determining student placement. Also, our primary restructured their reading/writing literacy centers so that they had a lower teacher student ratio and provided students accountability through the various skill/standard specific centers. Then in October our staff participated in an in-depth test analysis where we discussed targeted areas from Novice Reduction training, looked at individual student scores, named & claimed each student, and based on data developed a plan/strategies for moving forward. As for our extended school services we are utilizing an ESS teacher to aide in intervention services, literacy centers, individual student fluency checks, and benchmark implementation and analysis. In addition to these changes Salem begin to implement a new intervention rotation in which students were provided with individualized instruction in small group settings in all content areas. Our school also has been provided additional training through the Striving Readers Comprehensive Literacy Grant and this year that training has been extended to all content area teachers along with those in the ELA content.

### III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

SES will increase the students performing proficient/distinguished by 4% in our Gap group (Free/Reduced Lunch) to meet the three indicators (proficiency, separate academic indicator, & growth) in reading and math as measured by the state assessments by May 2020. We met the 2% goal from last year so we have placed another 2% increase to finish meeting the goal set by state. Objective 1: Increase students identified as Free/Reduced scoring proficient/distinguished in the following areas: \*Reading from 49.2% to 51.2% \*Math from 44.4% to 46.4% \*Science from 24.4% to 26.4% \*Social Studies from 33.4% to 35.4% \*Writing from 46.2% to 48.2% as measured by the state assessment in May 2020.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See below attachments

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap		.
 Gap Groups		.

Gap Group/Total number of students	Percentage of Total School Population
Males: 96/177	54.20%
Females: 81/177	45.50%
Hispanics: 19/177	10.70%
Economically Disadvantaged: 140/177	79%
Disabilities: 23/177	12.90%

## 20-21 SES Closing the Achievement Gap

Goal 3 (State your achievement gap goal.): SES will increase the students performing proficient/distinguished by 4% in our Gap group (Free/Reduced Lunch) to meet the three indicators (proficiency, separate academic indicator, & growth) in reading and math as measured by the state assessments by May 2020.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase students identified as Free/Reduced scoring proficient/distinguished in the following areas: *Reading from 49.2% to 51.2% *Math from 44.4% to 36.4% *Science from 24.4% to 26.4% *Social Studies from 33.4% to 35.4% *Writing from 46.2% to 48.2% as measured by the state assessment in May 2020.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Content teachers, RTI teacher, RTA teacher, Interventionists, Title V, and ESS Waiver employee work to provide a small group rotation time every afternoon for students in grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia/MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.</p>	<p>Lexia Placement Assessments results given in small group MAP Skills Read Naturally</p>	<p>Ongoing throughout the year.  July 2019- June 30, 2020</p>	<p>ESS waiver - \$11,595.68  Interventionist- \$17,221.00  Title V \$8,394.00  MAP, Lexia, &amp; EasyCBM - \$20,767</p>
		<p>Striving Readers Literacy Comprehensive Grant will be utilized to implement Artful Reading curriculum and provide professional development for teachers to learn and apply evidence based reading strategies. This grant will be used in content specific areas as it provides reading resources/strategies to engage other content areas.</p>	<p>Grade level/Content PLC's Instructional Coach Collaboration  Principal SBDM</p>	<p>Ongoing throughout the year.  July 2019- June 30, 2020</p>	<p>Artful Reading Consultant &amp; Materials - \$13,250  Library Books from SRCL Fund - \$1,200</p>
		<p>Teachers implemented Abell &amp; Atherton writing Professional Development and then met with instructional coaches to update common writing strategies and assessments school wide as well as create vertical alignment for writing.</p>	<p>Writing Pieces Assessments in writing</p>	<p>Ongoing throughout the year.  July 2019- June 30, 2020</p>	<p>No Funding Needed</p>

Goal 3 (State your achievement gap goal.): SES will increase the students performing proficient/distinguished by 4% in our Gap group (Free/Reduced Lunch) to meet the three indicators (proficiency, separate academic indicator, & growth) in reading and math as measured by the state assessments by May 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Our school is continuing to implement a writing policy for our school. This policy will dictate the foundation of our writing expectations, rubrics, and will give teachers, students, and all stakeholders the guidelines and pacing for what will be taught and when.		Ongoing throughout the year. July 2019- June 30, 2020	No Funding Needed
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their assessment results and set goals for upcoming assessments. (KPREP, EasyCBM, Star, & MAP). Identified students were selected by teachers for intentional support. Teachers meet with these students weekly to check in with them, provide encouragement, and any additional help they need	Assessment Results	Ongoing throughout the year. July 2019- June 30, 2020	No Funding Needed
	KCWP 5: Design, Align and Deliver Support	Teachers will provide more one-on-one skill checks and differentiate assignments/ homework based upon student's level and need. Teachers will also collaborate with interventionists (Jennifer Clements) to set up math centers and integrate rigorous assessments. We have made scheduling changes that allow our highly experienced teachers the opportunity to work with all student populations. SES will continue to use RTI to provide intervention for the bottom 25% of students	Assessment Results Student Growth	Ongoing throughout the year. July 2019- June 30, 2020	No Funding Needed
	KCWP 2: Design and Deliver Instruction	Teachers in all grade levels will teach, implement, and assess using the Science TCT. Through this instruction the teachers will also utilize Mystery Science.	TCT Assessments	Ongoing throughout the year. July 2019- June 30, 2020	No Funding Needed



## 2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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.

**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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement 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, Shipley, 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.

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.

- 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.**

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 SES CSIP 2020-2021		.

# Salem Elementary School's 2020-2021 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.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement 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, Shipley, 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, 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.

## Explanations/Directions

**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): SES will increase students scoring proficient/distinguished in reading from 54.38% to 56.3% and in math to 51.8% to 53.8% and strive for a 2% increase annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SES will increase the percentage of students scoring Proficient/Distinguished in reading from 54.3% to 56.3% as measured by the state assessments by May 2021.	KCWP 2: Design and Deliver Instruction	Striving Readers Literacy Comprehensive Grant will be utilized to implement Artful Reading curriculum and provide professional development for teachers to learn and apply evidence based reading strategies.	Grade level/Content PLC's Instructional Coach Collaboration PD Training with Artful Reading PLC teacher logs Sign Ins Agenda	Ongoing throughout the year.  August 2019- June 30, 2021	Striving Readers Comprehensive Literacy (SRCL) Grant Artful Reading Consultant & Materials - \$12,553.34  Library Books from SRCL Fund - \$1,000
		In collaboration with instructional coaches, our teachers are implementing a school wide open/extended response organizer to be used across all content areas. This will allow students to be able to read, understand, and respond to content driven questions at a depth required. This year teachers will be implementing the C-E-R model across all content levels in grades 3-5. Also, in reading comprehensions ELA teachers are using a common strategy called RULES that guides students through reading and answering comprehension questions from a passage.	Sample student work of C-E-R Assessment of C-E-R RULES practice Assessment of RULES Instructional Coach Principal	Ongoing throughout the year.  July 2019 – July 2021	No Funding Needed
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their assessment results and set goals for upcoming assessments. (KPREP, EasyCBM, Star, MAP)	Assessment Results Goal Setting Sheets	Jan. 2021 – May 2021 if in-person classes resume.	No Funding Needed
	KCWP 5: Design, Align and Deliver Support	Teachers will provide more one-on-one skill checks and differentiate assignments/ homework based upon student's level and need. We have	Assessment Results Student Growth	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed

Goal 1 (State your proficiency goal.):  
 SES will increase students scoring proficient/distinguished in reading from 54.38% to 56.3% and in math to 51.8% to 53.8% and strive for a 2% increase annually.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		made scheduling changes that allow our highly experienced teachers the opportunity to work with all student populations. SES will continue to use RTI to provide intervention for the bottom 25% of students.			
		Our school will be implementing regular scheduled content PLC meetings with administration and district instructional curriculum coaches. During PLC instruction and assessment will be reviewed, adjusted, and planned for proficiency among students. Also, during these PLC's work is being done on vertical curriculum alignment, sharing reading strategies, and determining non-negotiables at each grade level.	Sign In sheets PLCS	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed
		Staff will attend BOUNCE trainings on ACEs and implement strategies on building student relationships. Also, we will analyze and discuss BOUNCE climate survey results with faculty and staff. According to the survey students scored us lowest in respecting differences at 67.5% as a result teachers will provide more opportunities to recognize, celebrate, and embrace other's differences.	BOUNCE Survey  Diversity Activities	Ongoing throughout the year.	No Funding Needed
	KCWP 2: Design and Deliver Instruction	Salem will implement an additional classroom called a Title 2 Reduction classroom so that large class sizes can be reduced and student achievement can be increased.	Additional Classroom		55,017.14 Title 2
	KCWP 2: Design and Deliver Instruction	Content teachers, RTI teacher, RTA teacher, and ESS Waiver employee work to provide a small group rotation time every afternoon for students in	Lexia Placement Assessments results given in small group	Jan. 2021 – May 2021 if in-person classes resume	

Goal 1 (State your proficiency goal.): SES will increase students scoring proficient/distinguished in reading from 54.38% to 56.3% and in math to 51.8% to 53.8% and strive for a 2% increase annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia/MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.			
Objective 2: SES will increase the percentage of students scoring Proficient/Distinguished in math from 51.3% TO 53.3% as measured by the state assessment by May 2020.	KCWP 2: Design and Deliver Instruction	In collaboration with instructional coaches, our teachers are implementing a school wide open/extended response organizer to be used across all content areas. This will allow students to be able to read, understand, and respond to content driven questions at a depth required. This year teachers will be implementing the C-E-R model/CUBES/across all content levels in grades 3-5.	Sample student work of C-E-R Assessment of C-E-R CUBES practice Assessment of CUBES	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their assessment results and set goals for upcoming assessments. (KPREP, EasyCBM, MAP)	Assessment Results	Jan. 2021 – May 2021 if in-person classes resume.	No Funding Needed
		Student assessments will be graphed and displayed in their grade level hallway and/or classrooms. Students will have ownership in knowing where they are academically in connection with proficiency	Assessment Results Assessment Graphs	Jan. 2021 – May 2021 if in-person classes resume	No Funding Needed
	KCWP 5: Design, Align and Deliver Support	Teachers will provide more one-on-one skill checks and differentiate assignments/ homework based upon student's level and need. Teachers will also collaborate with interventionists (Emily Wilson) to set up math centers	Assessment Results Student Growth	Jan. 2021 – May 2021 if in-person classes resume	Sub Teacher Interventionist Title 1 \$15,853.00

Goal 1 (State your proficiency goal.):  
 SES will increase students scoring proficient/distinguished in reading from 54.38% to 56.3% and in math to 51.8% to 53.8% and strive for a 2% increase annually.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and integrate rigorous assessments. We have made scheduling changes that allow our highly experienced teachers the opportunity to work with all student populations. SES will continue to use RTI to provide intervention for the bottom 25% of students.			
		Our school will be implementing regular scheduled content PLC meetings with administration and district instructional curriculum coaches. During PLC instruction and assessment will be reviewed, adjusted, and planned for proficiency among students. Also, during these PLC's work is being done on vertical curriculum alignment, building math vocabulary, and determining non-negotiables at each grade level.	Sign In sheets PLCS		No Funding Needed
		Staff will attend BOUNCE trainings on ACEs and implement strategies on building student relationships. Also, we will analyze and discuss BOUNCE climate survey results with faculty and staff. According to the survey students scored us lowest in respecting differences at 67.5% as a result teachers will provide more opportunities to recognize, celebrate, and embrace other's differences.	BOUNCE Survey  Diversity Activities	Ongoing throughout the year.	BOUNCE
	KCWP 2: Design and Deliver Instruction	Salem will implement an additional classroom called a Title 2 Reduction classroom so that large class sizes can be reduced and student achievement can be increased.	Additional Classroom		\$55,017.14 Title 2

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): SES will increase the separate academic indicator by 2% annually as measured by the state assessment by May of 2020.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase students scoring proficient/distinguished in the following areas: * Science from 32.3% to 34.3%. *Social Studies from 41.2% to 42.2% *Writing from 43.1% to 45.1% By May 2020 as measured by the state assessment.	KCWP 2: Design and Deliver Instruction	In collaboration with instructional coaches, our teachers are implementing a school wide open/extended response organizer to be used across all content areas. This will allow students to be able to read, understand, and respond to content driven questions at a depth required. This year teachers will be implementing the C-E-R model across all content levels in grades 3-5.	Sample student work of C-E-R Assessment of C-E-R RULES practice Assessment of RULES	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed
		Striving Readers Literacy Comprehensive Grant will be utilized to implement Artful Reading curriculum and provide professional development for teachers to learn and apply evidence based reading/literacy strategies. This grant will be used in content specific areas as it provides ELA resources/strategies to engage other content areas to improve comprehension and understanding.	Grade level/Content PLC's Instructional Coach Collaboration PLC log sheets Sign- Ins Agendas	Ongoing throughout the year.  July 2020- June 30, 2021	Artful Reading Materials  Library Books from SRCL Fund - \$1,000
	KCWP 2: Design and Deliver Instruction	Content teachers, RTI teacher, RTA teacher, ESS Waiver, Interventionist, and Title V employee work to provide a small group rotation time every afternoon for students in grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia/MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.	Lexia Placement Assessments results given in small group MAP Skills Read Naturally	Jan. 2021 – May 2021 if in-person classes resume	ESS Daytime Waiver - \$9,359.61  Title II Interventionist- \$15,853.00
		ELA teachers along with other teachers/administration will provide	On-Demand Writings		No Funding Needed

Goal 2 (State your separate academic indicator goal.):  
 SES will increase the separate academic indicator by 2% annually as measured by the state assessment by May of 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		a Writing Boot Camp in which students will rotate through stations in the boot camp to engage in lessons that target areas of writing.	Bootcamp Assessments		
	KCWP 5: Design, Align and Deliver Support	Teachers will work, plan, and collaborate with other content teachers across the district to work on curriculum alignment, implementation of evidence based strategies, assessments, and more.			No Funding Needed
	KCWP 2: Design and Deliver Instruction	Teachers continue to use strategies learned from Abell & Atherton writing Professional Development and update common writing strategies and assessments school wide as well as create vertical alignment for writing.	Writing Pieces Assessments in writing	July 1, 2020- June 30, 2021	No Funding Needed
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their assessment results and set goals for upcoming assessments. (KPREP, EasyCBM, Star, & MAP). Identified students were selected by teachers for intentional support. Teachers meet with these students weekly to check in with them, provide encouragement, and any additional help they need.	Assessment Results	Jan. 2021 – May 2021 if in-person classes resume	No Funding Needed
Objective 2					

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): SES will increase the students performing proficient/distinguished by 4% in our Gap group (Free/Reduced Lunch) to meet the three indicators (proficiency, separate academic indicator, & growth) in reading and math as measured by the state assessments by May 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:            Increase students identified as Free/Reduced scoring proficient/distinguished in the following areas:            *Reading from 49.2% to 51.2%            *Math from 44.4% to 36.4%            *Science from 24.4% to 26.4%            *Social Studies from 33.4% to 35.4%            *Writing from 46.2% to 48.2%            as measured by the state assessment in May 2021.</p>	KCWP 2: Design and Deliver Instruction	Content teachers, RTI teacher, RTA teacher, Interventionists, Title V, and ESS Waiver employee work to provide a small group rotation time every afternoon for students in grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia/MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.	Lexia Placement Assessments results given in small group MAP Skills Read Naturally	Jan. 2021 – May 2021 if in-person classes resume	ESS Daytime Waiver - \$9,359.61  Title I Interventionist-\$15,853.00  Title V \$8.394.00
		Striving Readers Literacy Comprehensive Grant will be utilized to implement Artful Reading curriculum. This grant will be used in content specific areas as it provides reading resources/strategies to engage other content areas.	Grade level/Content PLC's Instructional Coach Collaboration  Principal SBDM	Ongoing throughout the year. July 2020- June 30, 2021	Artful Reading Materials –  Library Books from SRCL Fund - \$1,000
		Teachers implemented Abell & Atherton writing Professional Development and then met with instructional coaches to update common writing strategies and assessments school wide as well as create vertical alignment for writing.	Writing Pieces Assessments in writing	Ongoing throughout the year. July 200 - June 30, 2021	No Funding Needed
		Our school is continuing to implement a writing policy for our school. This policy will dictate the foundation of our writing expectations, rubrics, and will give teachers, students, and all		Ongoing throughout the year. July 2020- June 30, 2021	No Funding Needed

Goal 3 (State your achievement gap goal.): SES will increase the students performing proficient/distinguished by 4% in our Gap group (Free/Reduced Lunch) to meet the three indicators (proficiency, separate academic indicator, & growth) in reading and math as measured by the state assessments by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	<p>stakeholders the guidelines and pacing for what will be taught and when.</p> <p>Teachers met with every student one on one to go over their assessment results and set goals for upcoming assessments. (KPREP, EasyCBM, Star, &amp; MAP). Identified students were selected by teachers for intentional support. Teachers meet with these students weekly to check in with them, provide encouragement, and any additional help they need</p>	Assessment Results	Jan. 2021 – May 2021 if in-person classes resume	No Funding Needed
	KCWP 5: Design, Align and Deliver Support	<p>Teachers will provide more one-on-one skill checks and differentiate assignments/ homework based upon student’s level and need. Teachers will also collaborate with interventionists to set up math centers and integrate rigorous assessments. We have made scheduling changes that allow our highly experienced teachers the opportunity to work with all student populations. SES will continue to use RTI to provide intervention for the bottom 25% of students</p>	Assessment Results Student Growth	Jan. 2021 – May 2021 if in-person classes resume	No Funding Needed
	KCWP 2: Design and Deliver Instruction	<p>Teachers in all grade levels will teach, implement, and assess using the Science TCT. Through this instruction the teachers will also utilize Mystery Science.</p>	TCT Assessments	<p>Ongoing throughout the year.</p> <p>July 2020- June 30, 2021</p>	No Funding Needed
Objective 2					



#### 4: Growth

Goal 4 (State your growth goal.): SES will increase the number of students performing at the proficient/distinguished level on the MAP assessment by 2% in Spring of 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SES will increase students scoring proficient/distinguish by 2% in Reading as measured by MAP benchmark assessment by May 2021.	KCWP 2: Design and Deliver Instruction	Content teachers, RTI teacher, RTA teacher, Title V, and ESS Waiver employee work to provide a small group rotation time every afternoon for students in grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia/MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.	MAP Skills Benchmarking Results Lexia Placement Assessments results given in small group  RACE & RULES assessments	Jan. 2021 – May 2021 if in-person classes resume	ESS Daytime Waiver - \$9,359.61
		Striving Readers Literacy Grant will be utilized to implement Artful Reading curriculum and provide professional development for teachers to learn and apply evidence based reading strategies.		Ongoing throughout the year. July 2020- June 30, 2021	Artful Reading Materials – SRCL  Library Books from SRCL Fund - \$1,000
	KCWP 5: Design, Align and Deliver Support	Our school will be implementing regular scheduled content PLC meetings with administration and district instructional curriculum coaches. During PLC instruction and assessment will be reviewed, adjusted, and planned for proficiency among students. Also, during these PLC's work is being done on vertical curriculum alignment, building math vocabulary, and determining non-negotiables at each grade level.	Sign In sheets PLCS PLC Log Sheet Sign- In Agendas	Ongoing throughout the year. July 2020- June 30, 2021	No Funding Needed
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their MAP assessment results and set goals for upcoming assessment. After each benchmarking			No Funding Needed

Goal 4 (State your growth goal.): SES will increase the number of students performing at the proficient/distinguished level on the MAP assessment by 2% in Spring of 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		period students' scores are also graphed and placed visually where students and can see them to track progress.			
Objective 2 SES will increase students scoring proficient/distinguish by 2% in Math as measured by MAP benchmark assessment by May 2021.	KCWP 2: Design and Deliver Instruction	Content teachers, RTI teacher, RTA teacher, Interventionist, and ESS Waiver employee work to provide a small group rotation time every afternoon for students in grades 3-5. During this rotation students participate in engaging instructional groups that range from math, writing, reading comprehension, and Lexia / MAP skills. These small group rotations allow time for supplemental lessons, review lessons, enrichment activities, and/or intervention lessons to target student's needs.	MAP Skills Benchmarking Results Lexia Placement Assessments results given in small group	Jan. 2021 – May 2021 if in-person classes resume	ESS Daytime Waiver - \$9,359.61  Title I Interventionists \$15,853.00  MAP, Lexia, & EasyCBM – SRCL \$20,767.00
	KCWP 5: Design, Align and Deliver Support	Our school will be implementing regular scheduled content PLC meetings with administration and district instructional curriculum coaches. During PLC instruction and assessment will be reviewed, adjusted, and planned for proficiency among students. Also, during these PLC's work is being done on vertical curriculum alignment, building math vocabulary, and determining non-negotiables at each grade level.	Sign In sheets PLCS	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed
		Teachers will be implementing various evidenced based strategies and resources to help reinforce math content such as Freckle, Simple Solutions, and Eureka modules. Students are receiving individualized instruction through MAP skills to target weaknesses.	Graphs/Reports from Assessments Grade level/Content PLC's Instructional Coach Collaboration MAP Skills	Ongoing throughout the year.  July 2020- June 30, 2021	No Funding Needed

Goal 4 (State your growth goal.):  
 SES will increase the number of students performing at the proficient/distinguished level on the MAP assessment by 2% in Spring of 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Teachers met with every student one on one to go over their MAP assessment results and set goals for upcoming assessment. After each benchmarking period students' scores are also graphed and placed visually where students and can see them to track progress.	MAP assessment	Jan. 2021 – May 2021 if in-person classes resume	No Funding Needed



Goal 5 (State your separate goal.): Russell County Schools and Salem Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<b>iPads</b> Students in grades Preschool – 1 <sup>st</sup> grade were provided with iPads in protective cases for NTI and in-class instruction.	Purchase Orders  Increase in mastery of standards, on line learning and capability to continue instruction and learning	Summer 2020  Superintendent Director of Federal Programs Director of Curriculum and Instruction Chief Information Officer Finance Director	CARES Act  \$22,160
		<b>Technology Support</b> To provide technology support after regular school hours, students will have access to Tech Help Lines.  Two cell phones were purchased for two teachers who will provide the technology support to parents and students after regular school hours.	Students and parents are afforded the opportunity to access technology support help lines to aid in NTI outside of the school day	July 1, 2020 – June 30, 2021  Superintendent District Digital Learning Coach Chief Information Officer Director of State Programs Finance Director Superintendent Technology Support Teachers	ESS \$6,000  CARES Act Funding
		<b>Instructional Resources – Students/Teachers</b> Funds were used to purchase teacher and student educational supplies and resources for in classroom and NTI instruction. Supplies and resources include, but not limited to...	Purchase Orders  Increase in mastery of standards, on line learning and capability to continue instruction and learning; and closing of achievement gaps; equitable access	July 1, 2020 – June 30, 2021  Director of Federal Programs Director of Curriculum & Instruction/State Programs School Administration Teachers	Title I \$483  Title IV \$275  Title V \$585  SRCL \$1,159  ESS \$3,183
		<b>District Digital Learning Coach</b> The Digital Learning coach focuses on the planning, implementation,	Teachers and Staff will be empowered with newly gained	August 2020 – June 30, 2021  Superintendent	CARES Act \$80,339 (Salary and Fringes)

Goal 5 (State your separate goal.): Russell County Schools and Salem Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>and follow-up training using the latest instructional digital tools (hardware and software) that maximize student learning across all content areas.</p> <p>The digital learning coach has conducted several training sessions virtually and in-person with teachers, other instructional support staff and substitute teachers in Google Classroom and other Google Applications.</p>	<p>technology knowledge and skills to provide equitable educational experiences to students during in-class and NTI</p>	<p>Chief Information Officer</p>	
		<p><b>Distance Learning Online Study</b>            Russell County Schools Digital Learning Lab Team will participate in GRREC’s Communities of Practice: Digital Learning Professional Learning Opportunities.            Participants will:</p> <ul style="list-style-type: none"> <li>➤ Investigate the purpose and need for GRREC Communities of Practice and Design Labs</li> <li>➤ Consider the potential of building relationships and supporting social &amp; emotional learning in a virtual context</li> <li>➤ Explore strategies to engage and support students’ and educators’ learning at their varied levels of need and offer insights regarding district, school, and classroom-level connections</li> </ul>	<p>Sign-Ins            Purchase Order</p> <p>PLC’s Meeting            Agenda’s and Sign-Ins</p> <p>Instructional Support Staff will gain knowledge to support students and teachers during NTI</p>	<p>July 1, 2020 – June 30, 2021</p> <p>Director or Professional Development            Director Of federal Programs            Instructional Coaches            Gifted and Talented Teachers            Special Education Consultant            Early Childhood Community Liaison</p>	<p>Title I</p> <p>\$600.00</p>

Goal 5 (State your separate goal.): Russell County Schools and Salem Elementary will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Instructional Coaches and other participants will share with school administration and teachers knowledge gained through this professional learning.			

## Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>
<b>Identification Of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

**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? 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.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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"/>
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**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:**

## 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.

### 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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the [“Documenting Evidence under ESSA”](#) resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
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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