

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

Writing overall decreased from the previous year of students reaching proficiency level to 57.1 but the overall index for African American students- 32.5, disability with IEP- 28.7, and two or more races-39.5, Social Studies overall index for African American students- 27.5 and two or more races 26.3.
Reading and Math overall index for students of two or more races- 46.1 and for disability students with IEP-36.
The combined index of Science, Social Studies, and writing decreased from 41.3 to 37.3 in the African-American population. Two or more races went from 52.2 to 40.5.
See TSI data as compared to the Caucasian population.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Writing teachers will continue to improve writing instruction by using on-demand writing opportunities, live scoring, and school-wide grading to help improve the writing program. Science teachers and Social Studies teachers will redesign assessments that align with the new K-PREP format so more emphasis will be placed on being able to integrate knowledge from nonfiction passages, graphs, charts, and vocabulary. Also, professional development, learning community days, and content days will be provided to work on the assessments. These assessments will be used to guide instruction. This will also include changes in overviews and instructional strategies that match the standards. Each student will be involved in RTI instruction if they are placed in Tier 2 or Tier 3 instruction. 5th Grade Math teachers will intentionally use Simple Solutions Math daily.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.3	+1.0
State Assessment Results in science, social studies, and writing	60.2	-0.3
English Learner Progress	23.0	-0.3 5th grade suppressed
Quality of School Climate and Safety	74.7	+0.1

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Lincoln Elementary School from 70.5 to 75.1 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Lincoln Elementary School from 58.0 to 69.2 by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA at Lincoln Elementary School from 70.5 to 71.5 by 2024. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Lincoln Elementary School from 58.0 to 59.9 by 2024.	Design and Deploy Standards to ensure the current curriculum is valid to readjust the content and pacing to meet student needs as defined by our assessments	Clarify, deepen understanding, and develop a consistent curriculum school-wide around the KAS which consists of pacing guides, common learning targets, weekly overviews, and assessments.	Evidence of planning documentation will be provided through weekly overviews and agendas of content planning meetings. Also, each subject area will have a shared drive in Google Drive to put in overviews and resources.	Using technology by all students to implement 1 to 1 initiative. Complete weekly PLC meetings and ensure all classes are utilizing technology (i.e., televisions in classrooms that can be cast from a Chromebook). Teachers will also be receiving workstations that will include two monitors.	10,000 and District Funding
		Teachers will be involved in two content planning sessions per month to help understand the depth of the standards through assessment and instructional planning.	Increase in STAR scores, CASE assessment scores, KASA scores, and unit common assessment scores.	This will be documented through an agenda that will be in a Google Folder. Also, discussion of standard depth and rigor will be discussed through content planning along with Engagement Strategies.	3,000.00 School Activity Fund-Student Fees
	Design and Deliver Instruction to ensure that all student needs are met academically by being introduced to Tier 1, then Tier II instruction for students needing more instruction to master standards. Students who continue to need further help will be a part of our Intervention Program.	The Amplify Reading Series was purchased by the District and all teachers at LES will teach reading. Writing and Literacy plans will be updated annually. Also, the expectations are to include a variety of constructed responses in all common summative assessments. Teachers will prepare Amplify Reading lessons to help strengthen the English Language Block which is 90 minutes.	Increase in common unit assessment scores, KASA scores, and writing learning check scores.	Amplify Progress will be noted through the pacing guide. All students will have the opportunity to be taught the Tier 1 curriculum to strengthen their understanding of comprehension strategies and vocabulary. All students will do Amplify Boost with those who need Tier 2 services and will be pulled for small group instruction	10,000 District Funding to purchase extra materials as our student population increases.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Each student will be assigned to groups on each team in math according to STAR, pre-assessments, and/or common unit assessment data. The ELA block will consist of varied academic levels designed to further differentiate between each group.	STAR scores will show adequate growth by increasing percentile from August 2022 to May 2023.	Some teams are flexible grouping and others are cluster grouping. We also have an RTI Group that is below the 15th percentile on STAR Reading and Math that receives core and programming of Fast Bridge, and Math Whizz.	2700 SBDM Funds
		Lexie LETRS Training for selected staff who chose to sign up for this two-year commitment. It is a course designed to learn the science of reading.	Staff has until 2024 to complete the two-year commitment.	Each unit requires a passing score of 80% before the adult training in the program can move forward.	State of Kentucky Designated forms
		Teachers will participate in ongoing professional development in the areas of best practice in virtual learning through the Schoology platform. The teachers will also spend time on content planning in each subject area with an emphasis on writing integration and questioning/discussion techniques.	Increase in common unit assessment scores, KSA scores, and writing on-demand practice.	The teachers have worked with and trained on Simple Solutions for reading, math, and science. The other resources include: Intro to Science, Exploring Kentucky, Go Math, Ready Writing, and Ready Reading.	1,000 District Money as well as 100,000 for resources provided by the district
Objective 2: To increase the number of students scoring proficient and distinguished in the areas of math and reading by 20% through a variety of testing and activities for varied levels of students.		Chromebooks will be used by all students for in-class instruction.	Increase in common unit assessment scores, KSA scores, and learning check scores.	All students were given a Chromebook at the beginning of the year. It is being used in classroom instruction.	3,500.00 from the student activity fund

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Lincoln Elementary School from 70.5 to 75.1 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Lincoln Elementary School from 58.0 to 69.2 by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop a clearly defined RTI model with documentation tools, progress monitoring meetings, and intervention programs/strategies.	Students will move through the RTI process when not meeting standards of 20% or better in math and/or reading. Students will progress through an identified intervention program with FastBridge and 95 Percent Group. For progress monitoring in Math, the tool, Math Whizz, will be used for the intervention and tracking.	Progress monitoring meetings were held in October with the district to determine how many students need to be progress monitored. The FastBridge training is being used to monitor identified students.	FastBridge was purchased through IDEA B funds. 95 Percent Group purchased through District Funds, \$4000.00
		Simple Solutions Book will be used in all math classrooms to help with the practice of daily math skills and the process for solving problems.	According to STAR and KSA, there will be a decreased gap between the 4th-grade and 5th-grade math scores.	The fourth grade math teachers have used to fidelity but the fifth grade has not. So that practice will begin in November 2023.	Simple Solutions 12,000.00 from ESS funds.
	Review, Analyze, and Apply Data to ensure processes are in place to collect, analyze, and use data to drive classroom instruction.	Bi-Weekly content planning meetings and PLC meetings will be held with teachers and school leadership to focus on improving the quality of assessment in which teachers use a balanced assessment system (common formative and summative assessments, self-assessments, state assessments) to inform instruction, provide students with clear learning targets, and provide specific feedback.	Increase in common unit assessment scores, KSA scores, and CASE assessments..	At these meetings, teachers are planning writing instruction and practice for the following week in all content areas. The teachers are designing formative assessments to be reviewed during PLC time on Tuesday.	0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Added support will be given through coaching programs conducted by Mrs. Pais.	Increase in common unit assessment scores, KSA scores, and CASE assessments..	Meetings are being held on a monthly basis for help in the areas of content, instructional strategies, vocabulary, questioning, and assessments.	0
		CASE assessments will be administered in the content areas of math and reading in both grades and In the areas of science for fourth grade and social studies for fifth grade. Writing will be set up similarly to the on-demand format to emulate KPREP.	Increase the CASE assessment scores over time as well as unit assessments and formative assessments.	CASE administration begins in January 2023 and the practice for the other areas is included in summative and on-demand writing practice.	District allocated funds per school
		Students who have been identified as Gifted and Talented as well as students who are exceeding learning goals will be provided with extended opportunities to stretch learning through enrichment classes, flexible grouping within teams, and acceleration through curriculum. Forty students from LES will be involved in the EDGE Academy.	Increase in common unit assessment scores, KSA scores, and summative assessments.	EDGE for the 2023-2024 school year serves 25 students per grade and began the Tuesday after Labor Day.	75,000 Gifted and Talented Funds/District Funds

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

Goal 2: Increase the percentage of students scoring Proficient and Distinguished in Writing on KSA Score at Lincoln Elementary School from 43.0 to 76.0 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KSA Score at Lincoln Elementary School from 38.9 to 51.2 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Science on KSA Score at Lincoln Elementary School from 36.0 to 64.9 by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Writing on KSA Score at Lincoln Elementary School from 43.0 to 47.7 by 2024. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KSA Score at Lincoln Elementary School from 38.9 to 41.0 by 2024. Increase the percentage of students scoring Proficient and Distinguished in Science on KSA Score at Lincoln Elementary School from 36.0 to 40.1 by 2024.	Design and Deploy Standards to ensure the current curriculum is valid to readjust the content and pacing to meet student needs as defined by our assessments.	Clarify, deepen understanding, and develop a consistent curriculum school-wide around the Kentucky Core Academic Standards which begins to include the use of technology by all students as we strive to implement a 1 to 1 initiative. This curriculum will consist of pacing guides, common learning targets, weekly overviews, and assessments that use common content language.	Evidence of planning documentation will be provided through weekly overviews and agendas of content planning meetings.	This is completed during weekly content planning meetings.	10,000.00 General Fund- District Funds
	Design and Deliver Instruction to ensure that students have the necessary resources and materials in these areas to support literacy integrated into the curriculum.	Teachers are ensured to have ongoing professional development in the areas of literacy strategies to be used in science, social studies, and writing.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	Professional development activities were done to show the importance of teaching students how to break down words.	3000.00- District Funds designated for Professional Development
	Design and Deliver Testing Literacy to ensure that students are meeting standards in all tested subject areas.	Assessment data will be analyzed by school leadership and teachers. Student achievement gap groups will be analyzed relative to state, district, and school assessments to determine needs in core areas. Projected proficiency data from benchmark assessments will be analyzed after each administration.	Increase in common unit assessment scores, KSA scores, and summative assessments.	Focus goals were established after analyzing the test data. Our big rock centers around literacy including reading, writing, and speaking.	0
	Design and Deliver Testing Literacy to ensure that students are meeting standards in all tested subject areas.	In the areas of science and social studies, summative assessments will be administered after each unit to emulate K-PREP content and environment.	Increase the number of summative assessments during the school year.	Students with accommodations will practice with a testing partner in order to establish a positive relationship.	0

Goal 2: Increase the percentage of students scoring Proficient and Distinguished in Writing on KSA Score at Lincoln Elementary School from 43.0 to 76.0 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KSA Score at Lincoln Elementary School from 38.9 to 51.2 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Science on KSA Score at Lincoln Elementary School from 36.0 to 64.9 by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of KSA.	Writing teachers will continue to improve writing instruction by using on-demand writing opportunities, live scoring, and school-wide grading to help improve the writing program.	Increase in common unit assessment scores, KSA scores, and summative assessments.	Live scoring sessions will begin after January 2024.	0
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of KSA.	Social Studies teachers will work together in professional development to continue to build curriculum maps and refine needed assessments in that content. This group will begin developing lessons using the inquiry cycle. Meetings with a consultant will increase the skill level of teachers with this format.	Increase in common unit assessment scores, KSA scores, and summative assessments.	Future training will continue in the area of Social Studies.	1,000 District Funds for Professional Development Activities
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of KSA..	Science teachers and Social Studies teachers will redesign assessments that align with the new K-PREP format so more emphasis will be placed on being able to integrate knowledge from nonfiction passages, graphs, charts, and vocabulary. Also, professional development, learning community days, and content days will be provided to work on the assessments. These assessments will be used to guide instruction. This will also include changes in overviews and instructional strategies that match the standards.	Increase in common unit assessment scores, KSA scores, and summative assessments.	Professional development, learning community days, and content days are provided to work on the assessments. These assessments will be used to guide instruction. This will also include changes in overviews and instructional strategies that match the standards.	1,000 District Funds for Professional Development Activities

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the average combined readings and math proficiency ratings for GAP students in the area of Reading from 27% to 30% by 2024 as measured by KSA. Collaborate to increase the average combined readings and math proficiency ratings for GAP students in the area of Math from 15% to 18% by 2024 measured by KSA.	Review, Analyze, and Apply Data to ensure a system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery.	Assessment data will be analyzed by school leadership and teachers. Student achievement gap groups will be analyzed relative to state, district, and school assessments to determine needs in core areas. Projected proficiency data from benchmark assessments will be analyzed after each administration.	Increase in common unit assessment scores, K-PREP scores, and summative assessments.	Focus goals were established after analyzing the test data. Our big rock will include literacy/writing throughout all subjects.	7,000 school funds for materials
		All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans.	Increase in common unit assessment scores, K-PREP scores, and summative assessments.	IEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs will be completed to ensure academic and emotional needs are met. Title I funds will be used to secure additional faculty and staff.	200,000 Title I Funds IDEA B Funds
		Students who are identified through a testing process to receive EL services are provided the services by a teacher and a computer software program, Imagine Learning.	Increase in common unit assessment scores, KSA scores, and summative assessments.	EL meetings have been held between the administration, EL teacher, classroom teacher, and parents. Two meetings are held annually at the parent-teacher conference and an annual district meeting.	District Funds from General and ELL Funding
		A report card will be used this school year to show the progression of academic skills.	A defined system will be put in place to measure student mastery of skills.	Report cards will be sent home quarterly.	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	Each student will be involved in RTI instruction if they are placed in Tier 2 or Tier 3 instruction.	Increase in common unit assessments, K-PREP scores, and summative assessments.	This differentiated instruction will occur within the core block. Students who scored below the 15% percentile in reading and math will be pulled for interventions.	70,000 staff SBDM Funds 5,000 Resources from school SBDM monies
Objective 2: Collaborate to increase overall school attendance percentage by 1% by 12/31/2024 as measured by daily attendance in Infinite Campus.	Establishing a Learning Culture and Environment to ensure that parents and students understand the barriers to learning and how they can be addressed.	School leadership will identify non-cognitive data such as attendance and behavior.	Increase common unit assessment scores, KSA scores, and summative assessments.	Data will be reviewed on a quarterly basis through a quarterly PBIS committee meeting and site visit. DPP will monitor attendance along with the school team.	1500- Activity Funds General Store/Student Council
		LES will implement a student support system to meet students' non-academic needs in order to remove any potential barriers to academic success.	Increase common unit assessment scores, KSA scores, and summative assessments.	Programs and services such as Check and Connect, the PASS program, and the Family Resource Youth and Service Center will be implemented as support to students at each school. These programs may be initiated by the school social worker and/or school counselor.	\$250 from Activity Fund-LES General Store
Objective 3: Collaborate to decrease the turnover of teachers for the 2023-2024 school to no more than 5% as measured by the LEAD Report.	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	Social skills training and guidance services will be offered on a consistent basis to students in the gap group. Students will receive class guidance twice a month.	Students receive guidance services weekly. Also, small group guidance has been implemented.	500 School Activity Funds for supplies and resources

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	Each student will be involved in RTI instruction if they are placed in Tier 2 or Tier 3 instruction.	Increase in common unit assessments, K-PREP scores, and summative assessments.	This differentiated instruction will occur within the core block. Students who scored below the 15% percentile in reading and math will be pulled for interventions.	70,000 staff SBDM Funds 5,000 Resources from school SBDM monies
		Simple Solutions Book will be used in all math classrooms to help with the practice of daily math skills and the process for solving problems.	According to STAR and KSA, there will be a decreased gap between the 4th-grade and 5th-grade math scores.	The fourth grade math teachers have used to fidelity but the fifth grade has not. So that practice will begin in November 2023.	Simple Solutions 12,000.00 from ESS funds.

4: English Learner Progress

Goal 4: To increase the number of ELL students scoring proficiency in Math and Reading by at least 15% yearly by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined readings and math proficiency ratings for ELL by 2.1% in Reading and Math by 12/31/2024 as measured by KSA.	Review, Analyze, and Apply Data to ensure a system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery.	All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans. Each student will be involved in extra ELL instruction in math and reading as needed by Access testing.	Increase in common unit assessment scores, K-PREP scores, and summative assessments.	LEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs will be completed to ensure academic and emotional needs are met. Title I funds will be used to secure additional faculty and staff.	District Funding for ELL teachers for support
	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.		Increase in common unit assessments, K-PREP scores, and summative assessments.	This differentiated instruction will occur within the core block and extra ELL time. Also, accommodations will be monitored.	District Funding for ELL teachers for support

Goal 4: To increase the number of ELL students scoring proficiency in Math and Reading by at least 15% yearly by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, align and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	ELL students with the lowest reading and math scores will be put in specific homerooms so the ELL teacher will collaborate in those two classes.	Increase in common unit assessments, K- PREP scores, and summative assessments.	This differentiated instruction will occur within the core block and extra ELL time. Also, accommodations will be monitored.	District Funding for ELL teachers for support

5: Quality of School Climate and Safety

Goal 5: We will increase the percentage by 15% of students who agree or strongly disagree that being mean or hurtful to other students is not a problem at this school by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of LES students by 3% from 25% in 2023 to 28% in 2024 of students who agree or strongly disagree that being mean or hurtful to other students is not a problem at this school by 12/31/2024.	Establishing a Learning Culture and Environment that is in place to assist students academically, emotionally, and behaviorally.	A balanced curriculum that involves non-tested subjects will be implemented. The curriculum is designed to strengthen the tested subject in subsequent grade levels.	Increase in common unit assessment scores, K-PREP scores, and summative test scores.	All students will have a schedule designed with the core subjects of math, reading, science, social studies, and writing. It also includes various related arts.	0
		With the support of the Renaissance Program, monthly Hype Rallies will be held to focus on students' successes and talents.	Increase common unit assessment scores, K-PREP scores, and summative test scores.	Monthly activities are conducted through the Renaissance program.	200.00 School Activity Fund Student Council
	Establishing a Learning Culture and Environment that is in place to assist students academically, emotionally, and behaviorally.	The District has a person who comes once a week to work with students who are struggling with the effects of homelessness. These students were identified by the administrative team to struggle either academically or emotionally.	Increase common unit assessment scores, K-PREP scores, and summative test scores.	She is working with two students per grade. Small groups will be identified in other areas such as anger, social skills, and getting along with peers/adults. The Second Step program will be implemented in both grades.	District Funds Received for Supporting Homeless Populations
		The District will provide SRO services to each school during the 2023-2024 school year.	To have scheduled walkthroughs by State and Regional safety officers. Success will be to receive 100% on the safety checklist.	Daily walkthroughs by Resource Officer and bi-yearly walkthroughs with State and Regional Personnel.	District Funding
Objective 2: Collaborate to reduce problem behaviors of disrespect by 12/31/2024 as measured by office referrals.		Students with no prior office referrals will be referred to the School Counselor/Social Worker.	Decrease office referrals	This is an implementation of our Tenderfoot program.	0
	Establishing a Learning Culture and Environment to ensure systems are in place to support an environment where everyone feels safe and wants to learn.	PBIS will be implemented as well as a Tiered Behavior System.	Decrease office referrals.	PBIS school committee guides this implementation.	500.00 Activity Fund Student Council/LES General Store
		Each 9 weeks the students may earn Hall of Fame recognition by either being on the Principal's List or Honor Roll. Honorable Mention, Bug Club, and Perfect Attendance will be recognized.	Increase the academic and behavioral goals for students as identified through attendance, behavior referrals, and academic measures.	This will be determined by grades in academic areas, conduct, and attendance.	1,000 School Activity Funds

Goal 5: We will increase the percentage by 15% of students who agree or strongly disagree that being mean or hurtful to other students is not a problem at this school by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The implementation of the A.I.M. Program.	Increase leadership skills in boys from varied backgrounds in fourth and fifth grade.	The group meets twice a month in conjunction with a district and community leader on various leadership topics.	0
		Students will receive Classroom Guidance weekly along with PE, Music, and Chinese. Students will also participate in Art and Library. Ms. Todd will be collaborating with the reading teachers in each class and level.	Increase the academic and behavioral goals for students as identified through attendance, behavior referrals, and academic measures.	The related arts schedule is part of the master schedule.	0
		Class Dojo is the school-wide behavior monitoring system. Students from each homeroom are honored weekly by being named Dojo Master of the Week.	Decrease in office referrals	The Program is defined to give positive recognition as well as communicate needs for improvement.	500.00 Activity Fund Student Council/LES General Store
		Communicate through various media (e.g. weekly school newsletter, Facebook, Twitter, school website, newspaper, School Reach, radio spots, and parent portal) for the purpose of fostering individual and school pride through celebrations of achievements and success.	Increase in common unit assessment scores, KSA scores, and learning check scores.	This is being done to increase a positive sense of accomplishment and personal recognition among students, teachers, and administration. Also, the communication process will carry over to CSIP planning.	0
	Design, Align, and Deliver Support processes to involve all stakeholders in the communication process.				