



LINCOLN ELEMENTARY

HOME OF THE FRANKLIN-SIMPSON WILDCATS

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 in addressing 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 school goals include the following:
 - o For elementary/middle school, these include proficiency, separate academic indicators, achievement gap, and growth.

1: Proficiency

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Lincoln Elementary School from 53.0 to 75.1 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Lincoln Elementary School from 30.0 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 53.0 to 57.0 by 2025. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Lincoln Elementary School from 47.0 to 51.44 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.	Using technology by all students to implement 1 to 1 initiative. Complete weekly guided planning 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.	10,000.00 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, District assessment scores, KSA 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
	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, KSA 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.
		Instruction time for Tier 2 Reading will be protected time in	Increase reading scores on	Once students are monitored on deficit skills and accomplish the	Renaissance STAR program was

		the schedule. The students will be taught reading deficits and then progress monitored.	summative assessments, STAR, and KSA.	skill, then he or she will move to the next deficit skill. Those that have mastered skills according to the STAR CBM and fluency is increased according to STAR Fluency and then vocabulary work will be done.	purchased through District Funds.
		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 2024 to May 2025.	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 STAR phonics and fluency, 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 can still sign up for 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 subject area with 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
		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
		Four classrooms will be piloting a new math series which includes Illustrative Math and Eureka.	Increase in common unit assessment scores, KSA scores, and learning check scores.	Fourth grade will be piloting Illustrative Math Series and 5th grade will be piloting Eureka Math Series	12,500.00 from the District through General Funds
		Develop a clearly defined RTI model with documentation tools, progress	Students will move through the RTI process	Progress monitoring meetings were held in September with the district to determine	STAR fluency and STAR CBM were purchased

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.		monitoring meetings, and intervention programs/strategies.	when not meeting standards of 40% or better in math and/or reading. Students will progress through an identified intervention program with STAR fluency and phonics a 95 Percent Group. For progress monitoring in Math, the tool, Math Whizz, will be used for the intervention and tracking.	how many students need to be progress monitored. This meeting is conducted by the MTSS coordinator, interventionist, and classroom teacher. The STAR phonics and fluency training is being used to monitor identified students. The students are monitored in Tier 2 (WIN Time). This leads to establishing various data points for Special Education referrals.	through IDEA B funds. 95 Percent Group purchased through District Funds, \$4000.00
	Review, Analyze, and Apply Data to ensure processes are in place to collect, analyze, and use data to drive classroom instruction.	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 common school-wide 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
		Common school-wide 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 assessment scores over time as well as unit assessments and formative assessments.	Benchmark Assessment administration begins in November 2024 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	Increase in common unit assessment scores, KSA scores, and summative assessments.	EDGE for the 2024-2025 school year serves 25 students per grade and begins the Tuesday after Fall Break.	75,000 Gifted and Talented Funds/District Funds

		acceleration through curriculum. Forty students from LES will be involved in the EDGE Academy.			
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2. Separate Academic Indicator

Goal 2 Increase the percentage of students scoring Proficient and Distinguished in Writing on KSA Score at Lincoln Elementary School from 40.0 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 53.0 to 56 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Science on KSA Score at Lincoln Elementary School from 39.0 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 28.0 to 39.0 by 2025. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KSA Score at Lincoln Elementary School from 53 to 56 by 2025. Increase the percentage of students scoring Proficient and Distinguished in Science on KSA Score at Lincoln Elementary School from 39.0 to 44.18 by 2025.	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
	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, and 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
	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	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.	be analyzed after each administration. 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 to establish a positive relationship.	0
	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 2025.	0
	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
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of KSA.	A research-based Social Studies program was purchased along with immediate training.	Increase in common unit assessment scores, KSA scores, and summative assessments.	Training in the new series	10,000 ESS funds 13,000 District funds

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the free and reduced lunch group to 55% in Reading and 46% in Math by 12/31/2025 as measured by KSA.	Review, Analyze, and Apply Data to ensure a system is in place for teachers to monitor students' progress on standards 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
		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
	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.

4: Growth

Goal 4: The current goal would be to reduce the percentage of students scoring novice by 50% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In STAR, students will collectively in grades 4 and 5 will increase reading proficiency from 52% to 53% by May 2024. In STAR, students in grades 4 and 5 will increase math proficiency from 42% to 45% by May 2024.	Design and Deliver Instruction on strategies and programs being implemented and their effectiveness on student achievement.	Students scoring 25th percentile or below on STAR benchmarks will receive further reading instruction using research-based resources and programs for interventions. Teachers will track student mastery through weekly formative assessments and data will be reviewed during content planning.	Increase common unit assessment scores, KSA scores, and summative assessments.	FastBridge Reports and instruction by the intervention reading teacher	5500.00
		Common school-wide assessments will be administered two times a year in each tested area to identify mastery of standards, as well as opportunities for students receiving accommodations to practice with his or her mentor.	Increase common unit assessment scores, KSA scores, and summative assessments.	Creating these assessments will be done by classroom content teachers and the results discussed at PLC meetings. This will drive instruction for RTI.	0
		School leadership will identify non-cognitive data such as attendance and behavior.	Increase common unit assessment scores, KSA scores, and summative assessments.	Re-teaching will take place for students who do not meet goals set by the core teacher. The students who meet his or her goals will participate in student celebrations.	0
Objective 2: Collaborate to increase overall school attendance percentage by 1% by 12/31/2025 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.	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.	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
		Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in classrooms and schools.	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
Objective 3: Collaborate to decrease the turnover of teachers for the 2024-2025 school to no more than 5% as measured by the LEAD	Design, align, and deliver support processes that measure the effectiveness of current programming and initiatives implemented in		Social skills training and guidance services will be offered on a consistent basis to students in the gap group. Students will	Students receive guidance services weekly. Also, small group guidance has been implemented.	500 School Activity Funds for supplies and resources

Report.	classrooms and schools.			receive class guidance twice a month.		
		Students who are identified through a testing process to receive EL services are provided the services by a teacher and a computer software program entitled, Imagine Learning.	Students who are identified through a testing process to receive EL services are provided the services by a teacher and a computer software program entitled, Imagine Learning.	Increase common unit assessment scores, KSA scores, and summative assessments.	Parent night was held in conjunction with Title I night in November 2022.	0
		Students will be divided into each classroom equitable by gender, race, ability level, resource, EL, and any other factors that promote classroom equity.	Students will be divided into each classroom equitable by gender, race, ability level, resource, EL, and any other factors that promote classroom equity.	Equitable classrooms as approved by the SBDM council.	This has been done for the school year and approved by the SBDM Council	0
		All new hires to the district attend the New Teacher Workshop. Also, all non-tenured teachers will be involved in a coaching group each month. This group is designed to give these teachers a mentor and constant support of curricular needs.	All new hires to the district attend the New Teacher Workshop. Also, all non-tenured teachers will be involved in a coaching group each month. This group is designed to give these teachers a mentor and constant support of curricular needs.	Teacher turnover will decrease.	Also, all non-tenured teachers will be involved in a coaching group each month. This group is designed to give these teachers a mentor and constant support of curricular needs.	200.00

5: Transition Readiness

Goal 5 To increase the number of LES students that are identified as Next Grade Ready in Reading and Math by 2030 to 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the number of LES students identified as Next Grade Ready in Reading and Math by 20%	Establishing a Learning Culture and Environment that is in place to assist students academically, emotionally, and behaviorally.	Students will participate in transitioning activities which will include students coming from Simpson Elementary and students going to middle school. Academic readiness will be measured using the newly established Next Grade Ready benchmarks.	Increase common unit assessment scores, K-PREP scores, and summative test scores.	This will include school visit preparation.	300.00
		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 as noted within the realm of COVID guidelines.	Increase common unit assessment scores, K-PREP scores, and summative test scores.	Monthly activities are conducted through the Renaissance program.	200.00
		The District has a person who comes once a week to work with students who are struggling with the aftereffects of COVID. 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.	1,000.00
Objective 2: Collaborate to reduce problem behaviors of disrespect by 12/31/2025 as measured by office referrals.	Establishing a Learning Culture and Environment to ensure systems are in place to support an environment where everyone feels safe and wants to learn.	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.	200.00
		PBIS will be implemented as well as a Tiered Behavior System.	Decrease office referrals.	PBIS school committee guides this implementation.	500.00
		Each 9 weeks the students may earn recognition by either being on the	Increase the academic and behavioral goals for	This will be determined by grades in academic areas, conduct, and attendance.	1,000 School Activity Funds

		Principal's List or Honor Roll. Honorable Mention, Bug Club, and Perfect Attendance will be recognized.	students as identified through attendance, behavior referrals, and academic measures.		
		The implementation of the Rotary Leadership Program.	Increase leadership skills in students 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/science/social studies 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	Program is defined to give positive recognition as well as communicating needs for improvement.	500.00
	Design, Align, and Deliver Support processes to involve all stakeholders in the communication process.	Communicate through various media (e.g. weekly school newsletter, Facebook, Twitter, school website, newspaper, School Reach, radio spots, and parent portal) to foster 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.	250.00