

2023-2024 ALES Phase One: Continuous Improvement Diagnostic
for Schools_09032023_21:17

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Abraham Lincoln Elementary School

Tina Nesbitt

2101 Lincoln Farm Rd.
Hodgenville, Kentucky, 42748
United States of America

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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Katina Nesbitt 9/24/23



2023-2024 ALES Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

Abraham Lincoln Elementary School

Tina Nesbitt

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Hodgenville, Kentucky, 42748
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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that 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 to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

We began the process when the student data was available. We met in team meetings (3-5) first to do a plus/delta based on the 'teacher analyzes of student data and compared to our first round of IREADY data. The plus/delta was then shared at a district leadership team and we looked for trends or commonalities across the district as far as strengths and improvements needed. Team meetings have also taken place after rounds of walkthrough data and analyzed as part of the needs assessment.

Once the embargoed data is released and we start to see percentages from the state, we will then begin our school wide data analysis at the district level. After the district level, we then go to the school level and meet in vertical teams to determine specific needs looking through our last years CSIP and compare to see where are needs are from the strategies/activities and determine what do we need to change/ or add. By this time teachers will also use common assessments and other formative assessments to inform their needs. Once embargoed data is released it

will be shared at SBDM and we will look at the teachers "needs assessment" based on the first team meetings, district analysis, and then school analyze to determine the full need in our CSIP goals. strategies and activities.

Results and chart paper from all meetings are then analyzed by the CSIP committee as they establish direction and create the year's CSIP. The CSIP Committee includes a teacher representative from each grade level, curriculum specialists, FRYSC director, and principal. This team will begin with 2 scheduled meetings and add others if needed. The CSIP will then be the guiding force for continuous improvement in our building. The various meetings are documented through minutes and sign-in sheets.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The majority of the goals, objectives, and strategies on the CSIP were implemented with fidelity. Curriculum maps were revised in the summer. Vertical teams have met monthly during early release and cross school vertical teams as needed. . Teachers participated in professional development sessions- LETRS training, new reading series training, Designing Inquiry Based Lessons for Social Studies. Self Reflection and PGP's helps teachers focus in on specific areas for them based on the Kentucky Framework for Teaching. Kagan strategies were utilized during instruction. excelling students were challenged using I-Ready, Reflex, small group guided reading, Scholastic News magazine, Studies Weekly Magazine, Academic Team, and GT services through the district if identified. Our primary staff are being trained in the Science of Reading, LETRS, a research based phonics program. In the next two years all primary and special education teachers will be trained.

The new reading series was implemented-HMH, J and students used RACE to answer written response questions. These strategies are used regularly during all content area instruction. The master schedule is reviewed and changed as needed and all students are provided with RTI at all grade levels with highly qualified support staff including four fully certified teachers. - Journey's, Accelerated Reader, Secret Stories and other resources to meet state standards have been used this year. Students are all provided with RTI at all grade levels with highly qualified support staff including four fully certified teachers, and RTA specialist, and MAF specialist. Edulastic has been used to assess students and monitor progress. RTI student progress monitoring forms are being used and teachers meet monthly to review RTI data and the Building RTI Committee meets monthly to review students and determine next steps. Student's reading progress is measured regularly using running records, I-Ready Diagnostic and Instruction, common assessments. A data file was created to track student progress on state testing and I-Ready diagnostics. Live Scoring session was held in 5th grade on demand. Due to Senate Bill 9,

students in Kindergarten through third grade scoring in the novice area on our IREADY screen will have a detailed reading plan and will be progress monitored with fidelity.

Achievement gaps were addressed in a variety of ways to support ALES students and staff. Staff received training on strategies used to meet the needs of ELL students and a full time IA works with EL students regularly. Resources needed to support these students have been provided. Four intervention teachers have been employed all school year to meet student needs in reading and math and a full time IA and bilingual attendance clerk help school staff to communicate with EL families. IEPs are reviewed annually and students are included in regular education classrooms to the fullest extent allowed by the IEP. Student progress is monitored and RTI groups are adjusted as needed. If applicable, IEP are adjusted to meet student needs. Special education staff received training on LETRS and the Science of Reading to support their students. The master schedule is developed to support a co-teaching model. SPED teachers received training on progress monitoring, new Infinite Campus tool that allows for inputting progress monitoring data and track IEP goal monitoring progress and the needs of Special Ed students are met using a variety of resources. Master Schedule is reviewed and materials are used/purchased as needs are identified. All IEP's are reviewed annually.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

2022-2023- The status score for Reading & Math is 68.3 (Yellow-Medium) with reading (71.8) being higher than math (64.8). The Reading & Math status is an increase from the 21/22 score of 59.4. The status score for Science, Social Studies, & Writing is 74.6 (Green- High). This is an increase from the 21/22 score of 57.7. The Quality of School Climate & Safety status score is 73.8 (Orange, Low). This is a decrease from the 21/22 score of 76.0.

STATUS SCORES COMPARED TO STATE:

2022-2023 The status score for Reading is 71.8. This is higher than the state score of 66.0. The status score for Math 64.8. This is higher than the state score of 59.3. The combined status score for Reading and Math is 68.3, which is higher than the state combined status score of 62.7.

2022-2023 The status score for Science is 64.9. This is higher than the state score of 61.7. The status score for Social Studies is 74.6. This is higher than the state score of 58.8. The status score for combined writing is 84.3. This is higher than the state score of 65.3. The combined status score for Science, SS, & Combined Writing is 74.6. This is higher than the state's combined score of 65.3.

Overall each content area had a higher status score than the state.

2022-2023- ALES overall Status + Change is 83.0 (Blue). Reading & Math Status + Change score is 77.2 (Green) Science, Social Studies, & Writing Status + Change score 91.5 (Blue). Quality of School Climate & Safety Status + Change score is 71.6 (Orange).

ALES is Bronze Status for PBIS. We have minimal behavior referrals. Our goal is to provide a safe, respectful environment in which all students can learn.

At Abraham Lincoln Elementary our goal is to set goals and monitor the academic growth of every student. Continuous improvement is a goal and an area of focus throughout the district. Our KSA results indicate that we are above the state in the areas of reading, math, science, social studies, and combined writing.

Our focus will continue to be novice reduction and to increase proficiency in reading & math. Will we continue to focus on sustaining and improving our social studies, science, and writing scores. We are continuing to focus on our Kindergarten readiness and making it a priority for our early childhood students.

Our Quality of School Climate and Safety scored below the state. In the area of climate, we scored 76.9, whereas the state scored 79.5. In the area of safety, we scored 70.7, whereas the state scored 74.0.

SEL will continue to be a priority focus at Abraham Elementary School.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 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 rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

2022-2023 KSA - The status score for Reading & Math is 68.3 (Yellow-Medium) with reading (71.8) being higher than math (64.8). The Reading & Math status is an increase from the 22/23 score of 59.4. The status score for Science, Social Studies, & Writing is 74.6 (Green- High). This is an increase from the 22/23 score of 57.7. The Quality of School Climate & Safety status score is 73.8 (Orange, Low). This is a decrease from the 22/23 score of 76.0.

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22/23 KSA Proficiency Rates - Reading 25%, math 36.6 %, Science 25.3%, Social Studies 30.0%, Combined Writing 47.1 %

ALES is Bronze Status for PBIS. We have minimal behavior referrals. Our goal is to provide a safe, respectful environment in which all students can learn.

Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

An area of need for ALES is to increase the status score for Reading and Math with our special education population. The 22/23 KSA status score for Reading and Math for this population was 36.0 This was a decrease from 21/22 status score of 42.2.

The overall index for this subgroup for 22/23 including Status + Change is 29.8 (Red).

SB9 - Read to Succeed Act is a priority- ALES will continue to monitor and provide interventions for students that qualify for a reading plan. With continue intervention and continue improvements in Tier 1 reading instruction, the goal is to see more students on hit the proficiency level for reading.

In looking at the growth data for ALES, it is a priority to maintain student performance at the distinguished and proficient level in both reading and math.

Improvements in growth will result in increased achievement, closure of gaps, and increased growth results. In terms of gaps, we are concerned about the performance of students with disabilities and students who qualify for free and reduced lunches.

ALES will begin to provide more student exposure and preparation for real-world experiences with the L3 initiative.

Continued focus on MTSS/ RTI in order to meet students where they are in order to close gaps.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

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The implementation of the school-wide writing plan helped to improve the the writing focus within the school, thus leading to improved KSA Combined Writing score.

Continued focus on ERQ, and SA writing organizers and strategies helped to improve overall KSA tested area scores.

Continued focus on MTSS/ RTI in order to meet students where they are in order to close gaps.

Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



ALES Key Elements Table

8. After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

The ALES Key Elements document is attached. We will have an instructional focus for teachers and students on the following:

- Department PLCs and Grade level content PLCs meet to review assessment data, alignment, pacing guides, and lesson planning.
- Vertical Team Meetings and Cross-School Team Meetings.
- Evidenced based reading strategies implemented and continued training (LETRS training for K-2, Certified Interventionist teaching with UFLI, Science of Reading, LLI, Reading Recovery)
- Walk-Throughs are conducted to focus on student engagement and the instructional process as well as Rutherford's 8 key elements. There are 2 rounds in each 9 weeks and the data is shared with teams after analyzing with the district leadership team to look for strengths and areas of concern
- Common Assessments given and analyzed
- Focus on Kagan Strategies
- Lesson planning intentional focus on instructional process
- New RTI Plan district wide
- PBIS core and Climate Culture Committee Activities for Staff (after analysis of IMPACT SURVEY)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ALES Key Elements Table		• 7

Key Elements of the Teaching and Learning Environment – School

ALES 23-24 Key Elements Survey

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<p>YES</p>	<ul style="list-style-type: none"> ● Summer PD focuses on curriculum/KAS alignment, pacing guides/targets, and standards review with district support and their department. ● Department PLCs and Grade level content PLCs meet to review assessment data, alignment, pacing guides, and lesson planning. ● Vertical Team Meetings and Cross-School Team Meetings. ● Monitor using Edulastic and curriculum assessment reporting
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>		<ul style="list-style-type: none"> ● Walk-Throughs are conducted to focus on student engagement, and Rutherford's 8 key elements. There are 2 rounds in each 9 weeks and the data is shared with teams to look for strengths and areas of concern. ● Processes used to select materials and programs to fit the rigor and instruction expected. ● Evidenced Based reading strategies are implemented in the core program and during interventions (LLI, UFLI, Science of Reading, LETRS) ● SEL supports in the classroom such as counselor doing whole group research based lessons weekly in K-2 and monthly with 3-5. ● Teachers post learning targets and lesson plans in a drive the evening before. There is a lesson plan template with the instructional process for teachers

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>YES</p>	<ul style="list-style-type: none"> ● Curriculum mapping using Vertical Progressions Document for Standards Alignment ● Training on differentiation and use of differentiation strategies in instruction ● Regular PLC analysis with teachers applying assessment literacy using assessment results (Edulastic, iReady, KSA data) ● Formative Assessments ● Student-Friendly Lesson Objectives ● Lessons plans show alignment with the standards and lesson objectives. ● Review assessment data with students/goal set ● Common Assessments/ data analyzed
<p>KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<ul style="list-style-type: none"> ● Scheduled time for PLC ● PLC minutes/agendas ● RTI Committee meetings ● Building Level RTI Committee meetings ● Quarterly data review with leadership team ● Team meetings ● Monthly RTI Intervention/ Teacher Meetings ● Analyze Walk through data after “rounds” with leadership team then with teachers to develop next steps
<p>KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<ul style="list-style-type: none"> ● Positive instructional feedback through Mike Rutherford’s framework for 30 second feedback ● RTI Schedule with multiple support staff available, Data is used from multiple forms of assessments (KSA, IReady, formative assessments, Brigrance) ● Writing Plan with student work analysis

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<ul style="list-style-type: none"> ● PLC Work, Team Meeting ● Professional Development ● Personnel, Committee Members, and community involvement (SBDM, Curriculum Specialist, Research-based curriculum, FRYSC, 4H, PTO, Community Helpers, LC Readers)
<p>KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>		<ul style="list-style-type: none"> ● Impact KY survey is evidence of an improving school culture. ● SEL Committee ● Implementation of PBIS and tiered intervention program ● PLC, Common Planning, ● KSA Student Survey Results ● GT opportunities ● Multiple opportunities for success (PrincipiPAL, Super Hawks, Reading Achievers, Hawk Bucks/Hawk Store, I-Ready growth awards, monthly Super Hawk / PBIS Assemblies) ● Lunch Buddies, Shout Outs on the Announcements, Classroom Rewards and Certificates, monthly ALES buddies



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2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Abraham Lincoln Elementary serves grades K- 5 and is located in a rural area of Central Kentucky. We work with approximately 470 students and their families. Within the school community we have a family resource center that serves the needs of our families. The community is a rural farming community in which the largest employers are the school system and a sewing factory. Many of our parents do not work in the local area, but must commute to nearby Elizabethtown to pursue employment. Our percentage of free and reduced lunch is approximately 58.5%. All our students have access to free breakfast and lunch. Approximately 15% of our students receive special education services. Abraham Lincoln Elementary student population is increasing in diversity. Currently 9.7 % of the population are minority students.

The parents of Abraham Lincoln Elementary are supportive and involved in the school system. The PTO is very involved in school activities and provides funds for additional activities within the school community. The PTO has provided the students with the opportunity to attend a mobile Science lab, purchased additional Chromebooks for the students, volunteer as LaRue Readers during the school day and they provide funds for additional activities within the school community. The PTO provides the classroom teachers with additional funds for classroom needs. The PTO supports school initiatives and purchased a Hawk Mascot to celebrate student achievement and contribute to our school spirit. Throughout the year the PTO has a variety of activities that raise funds for the school. Our students participate in a Fall Family Movie night, Santa Shoppe, and a Spring Auction.

We have an awesome amount of community adults that partner with our students to support them in reading. Our program "LaRue County Reads" has grown from serving 20 students to now about 90 students. We feel that this a important program for our students. It gives them a mentor that supports them not only academically but could socially and emotionally.

We are very lucky to have a national park and home of Abraham Lincoln's Birthplace right down the road from our school. Every year some of our students visit the Birthplace and participate in some activities that the park has to offer that align with some of our standards. Many of our students are also involved in 4H, and conservation activities and often compete and win at the state level. Every year in our community, we have a local festival called "LINCOLN DAYS" and people from all over the world come to visit the Birthplace of Abraham Lincoln and participate in various activities. This is a huge event for our community and everyone is involved in supporting it. Our students have a big art contest where they submit their

pictures of Abraham Lincoln where those are displayed for everyone to see during Lincoln Days.

We have partnered with the local nursing home to work on teaching our students about being an engaged citizen through service projects. Just another way to get our the community involved with our students.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Abraham Lincoln Elementary has several active stakeholder groups such as Site Based Decision Making Council and PTO. The SBDM Council consists of teachers and parents and the main purpose of the council is to focus on Continuous Improvement. The council is active in looking at data and input is shared and valued on ways to lead our school to continuous improvement. The council will be active when state KSA data is available to the public to analyze and celebrate areas of success and target areas of needed improvement. The council is also active in celebration through a good news report each meeting. These stake holders are also involved in reviewing current polices and revising those polices to maximize continuous improvement for our students.

Our Parent Teacher Organization meets monthly and supports high expectations for our students and staff through providing funds to celebrate our students and support the teachers in helping students meet their potential whether it be academically or even socially and emotionally. They believe in fostering a positive learning environment for our students by breaking down some barriers for our students by providing various activities for our students such as Fall Festival, Santa Shop and other fun ways to engage our students. The PTO works collaboratively with administration and faculty to ensure continuous improvement for our students providing many supports to all stakeholders.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The Mission of Abraham Lincoln Elementary in partnership with our families is to teach and nurture every child in a safe and positive environment. The mission and vision will be updated this year with the new principal with staff, and families through SBDM. We provide students with a rigorous curriculum and a hands-on learning approach. The idea of fostering a positive environment is a key focus for our school. We are in the fifth year of our PBIS initiative. The school community is working as a team to ensure the process has fidelity and embraces a team approach. Classrooms and common areas have behavior expectations posted in key

areas within the school. There is a school wide reward system with the use of Hawk Bucks and the Hawk Store. The PBIS system has proved to be very effective in reducing student discipline referrals. The total number of referrals has dropped 63% from the 2018 to the 2019 school year. ALES only had 16 discipline referrals for the 2020-2021 academic year. During the 21-22 school year discipline referrals continued to be a positive point for our school. Our student population has 96.2% that have have no behavior events. Our goal is to provide a safe, respectful environment in which all students can learn. We have a variety of extracurricular activities. We have an high achieving Academic Team and Quick Recall Team. Our Student Leadership Team is very involved in the beautification of our school grounds. Students at every grade level lead the morning news and we have a Fourth District Choir.

All of these opportunities are to develop the whole child at ALES. Our staff promotes the system that outlines the expectations for student behavior. The expectations are outlined in the acronym (HAWKS) which means to: have respect, act responsibly, work hard, keep safe, and show kindness. We have the Principal and Super Hawks recognitions. These are designed to reward students who are displaying these character attributes. The staff encourages, identifies, and models appropriate behavior and character traits and we have added a monthly Reading Achiever Recognition to honor students who are working on our Accelerated Reader initiative. The students are also supported through social and emotional learning through guidance classes weekly for k-2 in the classroom and monthly for 3rd=4th graders from the school counselor. Teachers are given extras supports for emotion regulation through partering with Bluegrass Professional Counseling. Some of our students in behavior interventions will also receive weekly Social Stories from our school counselor. The counselor also promotes a bully/drug free week (formerly know as Red Ribbon Week).

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

KSA 22-23

Abraham Lincoln Elementary was rated as a "blue" school this year on the Kentucky State Assessment. The overall index scores for specific content areas are as follows: Reading - 71.8 status score (the state status score was 66.0) Mathematics - 64.8 status score (the state status score was 59.3) Reading and Math Status Score - 68.3 (Yellow) Reading and Math Change was +8.9 (Blue) Reading and Math Status (Yellow) + Change (Blue) = Green Indicator Color Score Science - 64.9 status score (the state status score was 61.0) Social Studies - 74.6 status score (the state status score was 58.8) Combined Writing - 84.3 status score (the state status score was 65.3) Science, SS, and Combined Writing - 74.6 (Green) status score (the state status score was 61.7) Science, SS, and Combined Writing Change was +16.9 (Blue) Science, SS, and Combined Writing Status (Green) + Change (Blue) = Blue Indicator

Color Score - Quality of School Climate and Safety Combines Status is 73.8 (the state status score was 76.8.)

ALES is higher than the state in all reading, math, science, social studies, and combined writing. ALES is slightly lower than the state for the Quality of School Climate and Safety survey. Although ALES had much growth in KSA scores, there is still a continued focus on improvement and growth. Areas of growth include reducing novice in the areas of Math and Reading, continued focus on writing with the writing plan, and continued focus on student engagement.

KSA 21-22: Our 21-22 scores are the baseline for the new accountability system. The rating overall index for Abraham Lincoln Elementary for 21-22 is 59.4 which makes us a yellow (Medium) school. Our reading and math indicator is 59.4 with reading being higher than math. Our reading indicator was 63.8 and our math indicator was 55.0. We were above the state in the overall reading and math indicator. Reading was above the state at 63.8 and math was slightly below the state with a 55.0. ALES was above the state with our overall Science, Social Studies, and Writing combined indicator. Social Studies was above the state with 58.5, Science was above the state with a score of 61.2, however, the combined writing score was below the state at 53.4. We were very proud of our Quality of school climate and safety survey which was only 1 point from high with an indicator of 76.0.

State test scores showed both areas of strength and areas for growth for ALES over the past 3 years. The 2019 scores showed a decline with the new accountability system. The 2019 reading index was 72.9 which is slightly above the state average. Math in 2019 remained an area of concern with an index of 61.0 which is 8 points below the state average. Our overall proficiency for 2019 was 67.0 combining Reading and Math. On the 2019 K-PREP data, growth was rated low with an index of 48.2%.

As a staff, we are focused on using best practices in our core instruction and Response to Intervention (RTI) instruction. With strategic intervention we will continue to make gains in math and reading. The new accountability system reported score very differently than the previous few years. As a school, our focus is growth in reading and math. We are targeting instruction for free and reduced lunch students, as well as, special education students. In the 2019 K-PREP scores, our separate academic indicators all ranked high in comparison to state scores. Science remained the same with a 66.1 index while Social Studies had a significant increase with an index of 87.7. Writing scores increased to an index of 83.1 and we had a combined separate academic index of 79.0 ranked high in comparison to the state average. In the 2020 academic year Kentucky schools did not participate in state accountability testing due to CoVid. The 2021 accountability testing indicted a decline in academic achievement. The Reading index is 52.0 and the Math index was 50.0. Both of the scores are slightly below the state average. The Science Index was 52.2 which was slightly below the state average. The Writing index was 73.8 which was above the state average. It is important to note that Abraham Lincoln Elementary tested more than 95% of our students which is a higher percentage than the state. ALES tested 100% of our 3rd grade students. Our academic focus for the next three years will be on individual student growth and improvement in Reading, Math, and Science. We want to Increase the combined proficiency

indicator for reading and math for students in grades 3-5 from 51.0 in 2021 to 58.8 by May 2022 as measured by state required assessments. Our additional goals are to increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 63.0 in 2021 to 69.9 by May 2022 as measured by state assessments.

As part of the baseline that is being set for the new accountability system ALES will continue a focus on improving our Reading and Math index. Writing will be a focus for ALES as we have a new writing plan. After CoVid we determined that many of our students were significantly behind as they came back to school for the 2021-2022 academic year. ALES maintained a focus on individual growth and made significant gains according to the I-Ready universal screener given to our students 3 times per year. This year we are focused on our primary staff members being trained in the Science of Reading along with LETRS and UFLI resources all research based and state recommended resources. We are targeting our students through a strategic TIER process in RTI. We have a certified interventionist in reading and in math to support students in tier 2 and tier 3. We are intentionally looking at our data through Iready/KSA data/ common and formative assessments to see where students lack the skills to improve for reading and math and then meeting them there through small group instruction.

Our special ed population will certainly be a focus area for improvement. Special Education is well into the red range at 32.8, and 50.2 below the all student score. This is a significant concern. This is partially impacted by not having enough 4th and 5th graders to include Sci/SS/Wr as that score was higher. SpEd 32.8 is below the TSI cut of 38.1. -FRLunch is at the low end of the green range, and 10.8 below the all student score. Our special education teachers are being trained in the Science of Reading, LETRS, as well as some University of Florida Literacy Institute resources that are research based and systematic to support interventions for our special education students.

We are also working on building capacity of our teachers through intentional walkthrough cycles focused on student engagement with feedback quarterly with district support, peer observations cycles (Teaching Studies, Mike Rutherford), next level coaching (Mike Rutherford), and PLC data cycles.

Additional Information

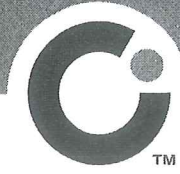
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The school community of Abraham Lincoln Elementary School strives to provide a positive environment that will nurture and promote social, physical, and intellectual growth in all students. In addition to academic growth, our staff is working to build a positive culture by reviewing school wide expectations and implementing common procedures. We are striving to recognize and reward leadership and positive behavior in our building. We have daily student "shout outs" provided by teachers during morning announcements. Classes are recognized by teachers and

administration for outstanding accomplishments. We have assemblies that bring our school family together so we can recognize and celebrate positive things that are going on in our building. As a school, we strive to enhance our academic day through strong related arts classes, a structured, intentional RTI time that allows for individualized instruction for all students. We have increased our focus on goal setting based on I-Ready data and lessons. Teachers use Reflex Math and I-Ready Reading and Math to set additional goals for student performance. We are focusing as a staff on identifying gaps that may exist in our instruction and bringing consistent focus to best teaching practice. We have implemented Envision Math as our elementary core Math innovation and have added Secret Stories as a phonics complement to our new HMH reading program. As a school, we are committed to the PBIS initiative and all tier one components are in place throughout our school community. Students are chosen to participate in the Principal Lunch and Super Hawks to reward students for displaying the HAWKS character traits. The Reading Achiever recognition has been added and we have created student display walls to highlight student achievement and growth. Our Super Hawk recognition highlights students who show the characteristics of a HAWK. We expect our students to Have Respect, Act Responsibly, Work Hard, Stay Safe, and Show Kindness. We value all students through classroom recognition, birthday pencils, videos, and pictures that are displayed on our ALES Facebook page.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 ALES Phase Two: School Assurances_09302023_20:19

2023-2024 Phase Two: School Assurances

Abraham Lincoln Elementary School

Tina Nesbitt

2101 Lincoln Farm Rd.
Hodgenville, Kentucky, 42748
United States of America

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2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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7. The school provides parents of participating children, or all children in a schoolwide program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

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10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all 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

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- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

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COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school 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

24. In a school 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

25. In a school 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

26. In a school 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

27. In a school 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

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No

N/A

COMMENTS

28. In a school 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

29. In a school 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

30. In a school 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

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 ALES Updated Phase One: School Safety
Report_09252023_21:54

2023-2024 Phase One: School Safety Report

Abraham Lincoln Elementary School

Tina Nesbitt

2101 Lincoln Farm Rd.
Hodgenville, Kentucky, 42748
United States of America

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2023-2024 Phase One: School Safety Report

School Safety Report

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) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes approved during SBDM meeting in September. Is in red folder at the front office.

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

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

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

7. 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) and is a copy maintained in the school office?

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

Yes during July and August before opening day when it was gone over with Staff and then approved at SBDM meeting in September.

8. 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.

Opening Day.. August 7th, 2023

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

10. 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) and is a copy maintained on file in the school office?

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

Yes

11. Over the immediately preceding twelve months, did the principal 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 the school 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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