



2023-2024 ALES Phase Three: Comprehensive School Improvement
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2023-2024 Phase Three: Comprehensive School Improvement Plan

Abraham Lincoln Elementary School

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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).

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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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

ATTACHMENTS

Attachment Name



CSIP 23-24 ALES



Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

- 1. Increase the status score for Reading and math with our special education population.**
- 2. SB9 Read to Succeed Act - ALES will continue to monitor and provide interventions for students tha**
- 3. Growth - It is a priority to maintain student performance in both reading and math. Improvements**

Structured Literacy instruction, K-5, will include the use of guided reading, interactive read-aloud, Big 8 comprehension strategies, questioning about and beyond the text, optimal learning model, computer programs such as but not limited to the RTA Collaborative Teaching Model, and literature circles (upper grades). Progress in implementation and student KSA results will be reviewed at least annually and revised as needed. Student reading progress and needs will be analyzed after each I-Ready testing session. HMH Core Reading Program, Reading Mastery, Journey's materials for Tier 2 instruction and other support material as needed will be used in all K-5 classrooms. An increased emphasis will be placed on phonics and word work with students reading at K-2 levels using strategies from Secret Stories. Secret Stories will also be used for intervention support at grades 3-5. Primary teachers are receiving training in Science of Reading, LETRS, and special education teachers will be receiving UFLI training for interventions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP 23-24 ALES		•
 KEY ELEMENTS 23-24	Key Core Processes	•

Abraham Lincoln Elementary School 23-24 Comprehensive School Improvement Plan

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

1. Increase the status score for Reading and math with our special education population.
2. SB9 Read to Succeed Act - ALES will continue to monitor and provide interventions for students that qualify for the reading plan and continue invention and improvements in T1 reading instruction.
3. Growth - It is a priority to maintain student performance in both reading and math. Improvements in growth will result in increased achievement, closure of gaps, and increased growth results.

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

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

1. Walk-Throughs are conducted to focus on engagement
2. Evidenced Based reading strategies implementation during core reading and interventions.
3. Regular PLC analysis with teachers

Indicator Scores

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.
Indicator			Status	Change	
State Assessment Results in reading and mathematics			68.3	+8.9	
State Assessment Results in science, social studies and writing			74.6	+16.9	
English Learner Progress			N/A	N/A	
Quality of School Climate and Safety			73.8	-2.2	
Postsecondary Readiness (high schools and districts only)			N/A	N/A	
Graduation Rate (high schools and districts only)			N/A	N/A	

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
objectives for each goal.					

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 3-5 from 68.3 in 2023 to 79.6 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>Objective: Increase STATUS for state assessment results for reading and math for students in grades 3-5 from 68.3 in 2023 to 70.6 by May 2024 as measured by state required assessments.</p>	<p>Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.</p>	<p>Alignment Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS and associated assessments will be the focus including KDE-released materials. Teachers will make note of needed changes during the year and use early release, faculty meetings, team meetings, and/or summer professional development time to incorporate revisions.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>PLC meeting notes</p>	<p>No funding required</p>	
	<p>Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.</p>	<p>ELA Vertical Team Meetings K-5 ELA teachers will participate in Vertical team meetings to discuss alignment of ELA curriculum, study research-based strategies and activities, and share ideas and concerns relating to the school ELA program. Teachers will follow grade level writing expectations and will meet in their vertical PLC's periodically throughout the year with the leadership team to analyze and score student work.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Vertical Team meeting notes</p>	<p>No funding required</p>	
	<p>Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.</p>	<p>Cross School Team Meeting Teachers are given the opportunity for cross school team meetings once a month to discuss curriculum alignment, planning lessons, and sharing ideas and concerns related to their grade level content.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Notes from meetings</p>	<p>No funding required</p>	
	<p>Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.</p>	<p>Math Vertical Team Meetings K-5 Math teachers will participate in vertical team meetings to discuss alignment of math curriculum, study mathematical strategies and activities, and share ideas and concerns relating to the Envisions math program. ALES 3-5 teachers will meet to focus on small group instruction and have targeted that as their professional growth focus for the 23-24 year.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Vertical Team meeting notes</p>	<p>No funding required</p>	
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure</p>	<p>School Professional Development Professional Development based on staff need and research based. PD sessions may include but not limited to: Envisions math program, best practices in writing, early childhood development, differentiation strategies for all students, Secret Stories, novice reduction strategies, positive</p>	<p>Teachers, Principal, District Support Staff</p>	<p>PD sign in sheets, walk through data</p>	<p>District Funding</p>	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 3-5 from 68.3 in 2023 to 79.6 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	congruency to the intent of the learning target.	behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, Reading Recovery, KCM, Edulastic, Barton Reading and Spelling System, LLI small group instruction, LETRS, Science of Reading, UFLI (literacy instruction)	Teachers, Principal, District Support Staff	PLC meeting notes	No funding required	
	Design and deliver assessment literacy analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning.	PLC/Common Scoring Grade level and/or content PLC meetings will be held to focus on the four PLC guiding questions. Intentional focus will be placed on scoring assessments as a team and analyzing results. PLC in action forms will be submitted to the principal weekly.	Teachers, Principal, District Support Staff	Lesson Plans	No funding required	
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Timed Assessments Assessments, which include MC, MS, drag and drop, short answer, and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina.	Teachers, Principal, District Support Staff	Observation schedule	Title One: \$2,000	
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Peer Observations Teachers will have the opportunity to observe teachers in other grade levels, content areas, and across school observations. The observations will be based on staff reflections and needs and certainly for an intentional purpose. Mike Rutherford's Teaching Studies Tool#7 (<i>7 Tools for Developing Teachers and Teaching</i>) format will be used.	Teachers, Principal, District Support Staff	Sign in sheets, completed observations	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	Professional Learning Teachers and other professionals will be supported in implementation of required certified evaluation plan activities as needed to develop their understanding of the expectations in Kentucky's Framework for Teaching, and in successful implementation of the domains themselves (Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities). Working sessions will be provided as needed for self-reflection and professional growth plans. Curriculum Alignment Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the level of rigor required by standards.	Teachers, Principal, District Support Staff	Curriculum Maps	No funding required	

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Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
		<p>Departmental teachers will be given the opportunity to participate in cross school content-based PLCs.</p> <p>Student Engagement Student engagement will be enhanced through the use of Kagan Structures, Project Based Learning opportunities and Learner Profile intentional connections. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and support will be provided during faculty meetings, early release, classroom observations, peer coaching, and a focus on overt responses and formative assessments.</p> <p>Writing Across Content Areas All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas. Teachers will follow the guidelines in the newly adopted writing plan that will focus on grade level expectations, analysis of student writing samples, live scoring for Math and Reading ERQ's and On Demand Writing.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Walk through data, observation, observation schedule</p>	<p>No funding required</p>	
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>		<p>Teachers, Principal, District Support Staff</p>	<p>Lesson Plans</p>	<p>No funding required</p>	
	<p>Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.</p>	<p>Extension Students who are excelling (as determined by test data and classroom performance) will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of HMH above level readers, strategies for deeper analysis, differentiated instruction, and /or other resources such as I Ready instruction, Scholastic, Social Studies Weekly, Reflex, Reading A-Z, differentiated small group instruction, Junior Great Books. Some students participate in the Academic Team practices and Gifted & Talented.</p> <p>Writing Prompts The School writing team created a calendar for on-demand writing prompts and writing pieces for each quarter. Teachers will score student work collaboratively using rubrics and will meet with the leadership team once in the fall and several times in the spring. The writing plan is aligned to writing standards and used to analyze to determine next steps for instruction.</p>	<p>Teachers, Instructional Assistants, Principal, District Support Staff</p>	<p>Lesson plans, reports from computer-based programs</p>	<p>Title I: \$2,000</p>	
	<p>Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction.</p>		<p>Writing Team comprised of one teacher per grade level, Principal, District Support Staff</p>	<p>Writing Team meeting agenda and minutes, writing prompt dates, writing spreadsheet, PLC notes</p>	<p>Title I: \$2000</p>	

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Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Organizers Organizers that will be used for the school-wide writing plan are: RACE (Restate, Answer, Cite, Explain) will be used as a strategy to construct answers to short answers and extended response questions- ELA RUN (Read, Underline, Number) will be used as a strategy to analyze prompts SPAT- On Demand- 5th Grade specific RACE- (Calculate)- Math CUPS (Capitals, Usage, Punctuation, Spelling) will be used as a proofreading strategy- Feedback ARMS (Add, Remove, Move, Substitute) will be used as a revising strategy- Feedback CER (Claim, Evidence, Reasoning) for scientific reasoning and to construct answers to science short answers and extended response questions; - SCIENCE- 4th Grade Specific</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Lesson plans, vertical team meeting minutes</p>	<p>No funding required</p>	
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target. Design, align, deliver support processes such that school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school.</p>	<p>Novice Reduction Strategies All teachers will incorporate Novice Reduction Strategies into their instruction as learned in prior year training. (Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intentional lesson planning) Schedule Review Master schedule will be reviewed with respect to opportunity and access for all students. Schedule will be set so that students are in the classroom for core reading and math instruction and that interventions are provided outside of core instruction time. Schedule will be double checked prior to the start of the school year and revised as needed during the school year.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Lesson plans, classroom observations</p>	<p>No funding required</p>	
			<p>Principal, SBDM council</p>	<p>Master schedule</p>	<p>No funding required</p>	

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Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Math Instruction Math instruction, K-5, will focus on conceptual understanding and mathematical practices through the use of researched-based practices such as problem-based learning, hands-on activities, math fact fluency, and on-going skills review. Teachers will incorporate instructional strategies from math training such as CBB, MAF training, Number Talks, Everyday Math Calendar, Envision Math, vertical PLC focused 3-5 small group math instruction. Online programs such as I Ready Math Instruction and Reflex will also be utilized.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Lesson plans, Walk through data, Online program reports</p>	<p>Title One: \$8,000</p>	
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Reading Instruction Structured Literacy instruction, K-5, will include the use of guided reading, interactive read-aloud, Big 8 comprehension strategies, questioning about and beyond the text, optimal learning model, computer programs such as but not limited to the RTA Collaborative Teaching Model, and literature circles (upper grades). Progress in implementation and student KSA results will be reviewed at least annually and revised as needed. Student reading progress and needs will be analyzed after each I-Ready testing session. HMH Core Reading Program, Reading Mastery, Journey's materials for Tier 2 instruction and other support material as needed will be used in all K-5 classrooms. An increased emphasis will be placed on phonics and word work with students reading at K-2 levels using strategies from Secret Stories. Secret Stories will also be used for intervention support at grades 3-5. Primary teachers are receiving training in Science of Reading, LETRS, and special education teachers will be receiving UFLI training for interventions.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Lesson plans, Walk through data, Online program reports</p>	<p>Title One: \$10,000</p>	
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Phonics Instruction Reading instruction will be supported using Secret Stories Phonics Grades K-2 and for intervention supports in grades 3-5. Additional targeted phonics instruction will be provided during intervention with Barton and LLI small group instruction. Primary teachers are receiving training in Science of Reading, LETRS, and special education teachers will be receiving UFLI training for interventions. Our certified interventionist is trained in UFLI.</p>	<p>Teachers, Principal, District Support Staff</p>	<p>Lesson plans, Walkthrough data, Online program reports</p>	<p>No funding required.</p>	
	<p>Review, analyze and apply data results such that student data is collected, analyzed, and being</p>	<p>Intervention Staff Supports Multiple assessments, such as but not limited to: I-Ready Universal Screener, benchmarking, SNAP, and common assessments, will be used</p>	<p>Teachers, Principal, District</p>	<p>Master schedule, RTI student</p>	<p>ESS: \$11,000</p>	

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Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	to identify students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or literacy instruction from highly qualified staff such as Reading and Math intervention teachers and assistants. Our certified reading interventionist is trained in UFLI and will use this research based systematic approach with our TIER 2/TIER 2 students.	Support Staff	placement lists,	RTA: \$50,000 Title One: \$15,000	
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.	Edulastic Teachers will track student performance on common assessments using data reports from Edulastic. Assessments and reports will be analyzed using the four Dufour's critical questions for a PLC meeting... <ul style="list-style-type: none"> • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	Teachers, Principal, District Support Staff	PLC minutes	District Funding	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	Parent Nights School staff will offer a Literacy Night to provide support to help parents understand grade level standards and how they can help their child at home. Books and literacy support will be provided to parents as part of the Literacy event.	Teachers, Principal, District Support Staff	Sign in sheets, Flyers, planning meeting notes	Title 1: \$2800	
	Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	Effective RTI practices RTI progress monitoring forms will be used to track progress in Reading and Math. School RTI plans, procedures, and forms will be revised as needed to reflect new learning and to improve the RTI process.	Teachers, Principal, District Support Staff	RTI progress monitoring forms	No funding required	
	Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	Ongoing Student Reading Data Teachers will regularly assess student reading progress through the use of a variety of methods such as running records, anecdotal notes, individual conferencing, reader's notebooks, timed reading passages, common assessments, HMH Comprehensive Screener and/or Diagnostic Assessment, and online program reports (I-Ready etc.). Analysis of these assessments will be used to guide instruction.	Teachers, Principal, District Support Staff	Conferring notebooks, Data Binders, Running Records, Online Program reports	Title One: \$10,000	

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Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	Design, Align, and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	<p>RTI Team Meetings Grade level teams will meet monthly to discuss individual student progress and next steps. Intervention teachers, Principal, Counselor, and District Support Staff will attend monthly Building Committee meetings to review student progress and discuss next steps. ALES 2-5 teachers will meet monthly with intervention teachers to align intervention instruction.</p>	Classroom Teachers, Intervention teachers, Principal, Counselor, District Support Staff	RTI meeting notes, student placement lists	No funding required	
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	<p>Progress Monitoring Student progress will be monitored regularly through the use of RTI monthly meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified. Students in grades 1-3 will be on Reading Plans (<i>Based on Senate Bill 9</i> criteria) that are monitored continually and shared with families at parent teacher conferences.</p>	Classroom Teachers, Intervention teachers, Principal, District Support Staff	RTI meeting notes, student placement lists	No funding required	
	Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	<p>IMPACT Kentucky Teacher Survey Principal, instructional support staff, and school staff will review the IMPACT Kentucky survey results to identify strengths and areas for improvement leading towards new working conditions goals for the 23-24 school year.</p>	Teachers, Principal	Team and staff meeting agendas	No funding required	
	Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	<p>Culture and Climate School culture and climate will be supported through survey results and monthly school culture committee meetings. These include quarterly PBIS school wide assemblies that include student growth, behavior rewards, and staff shout outs. The culture and climate plan monthly culture things for staff. Administration plans fun activities for Holidays such as Pumpkin in your Pocket, Thanksgiving Bingo, 12 Days of Christmas, New Years fun, etc. staff birthday shoutouts, monthly Wonderful Wednesday activities such as Treat Trolley for teachers, staff goodie days, and ALES Spirit Buddies.</p>	Grade level Teacher representative sOffice Staff Principal	Committee minutes, surveys, procedures implemented	School Pictures Money	
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	<p>Digital Data Cards Individual student performance on I-Ready and KSA exams will be tracked using a digital data file. Teachers will meet to update and reflect on student performance and next steps after each assessment. The digital file will note demographic information about students as well as assessment data.</p>	Teachers Principal District Support Staff	Digital Data File	No funding required	
	Establish Learning Culture and Environment to ensure that	<p>Open Library</p>	FRYSC director	Calendar of Events	FRYSC funding	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 3-5 from 68.3 in 2023 to 79.6 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	<p>processes are in place to communicate with parents in order to address barriers to learning.</p>	<p>FRYSC will provide 4 dates in July for students and parents to visit the library to read and/or take AR tests</p>				
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>High-Quality Instructional Resources ELA teachers districtwide will use the Hexagon tool or other HQR protocols to review and consider adopting new high-quality instructional resources for core program implementation including associated professional learning and on-going implementation support.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Completed Hexagon tool; increased student proficiency</p>	<p>Relief Funding</p>	

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

Goal 2: Increase STATUS for state assessment results in science, social studies and writing for students in grades 3-5 from 74.6 in 2023 to 83.7 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective: Increase STATUS for state assessment results in science, social studies and writing for students in grades 3-5 from 74.6 in 2023 to 76.4 by May 2024 as measured by state assessments.	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	<p>Social Studies Alignment Curriculum maps, common assessments, units and lessons have been updated to reflect the revised K.A.S social studies standards. Content will be aligned vertically with inquiry throughout, integration of literacy and “sourcing” documents. TCM Exploring Social Studies will be used in grades K-5. Studies Weekly will also be used in grades 3-5. Other supplemental resources for integration will be purchased if needed. KSA released items will be utilized.</p>	Teachers, Principal, District Support Staff	Curriculum maps	District Funding	
	Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<p>Timed Assessments Assessments, which include MC, short answer and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina</p>	Teachers, Principal, District Support Staff	Lesson plans	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	<p>Curriculum Alignment Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the level of rigor required by standards. Departmental teachers will be given the opportunity to participate in cross school content-based PLCs.</p>	Classroom Teachers, District Support Staff	Curriculum maps	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	<p>Science/Social Studies Aligned Curriculum TCM Exploring Social Studies Curriculum and other social studies and science resources will be aligned in grades K-2 to integrate science and social studies standards/instruction with the HMH literacy program. Our 3-5 teachers will use HMH to integrate Science and Social Studies instruction through literacy. ALES 3-5 teachers will use Science Alive and Generation Genius for Science instruction. Social Studies Weekly will be used to supplement Social Studies instruction. Teachers will be reviewing other options for Science this year and working with the district staff to adopt a new curriculum that is aligned to the science standards. Teachers will be given time to update maps and resources annually and progress will be discussed in vertical and/or team meetings to identify strengths and areas for improvement.</p>	K-2 Teachers, Principal, District Support staff	Curriculum maps	Title One; \$5,000	

Goal 2: Increase STATUS for state assessment results in science, social studies and writing for students in grades 3-5 from 74.6 in 2023 to 83.7 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement.	<p>Student Engagement Student engagement will be enhanced through the use of Kagan Structures, Project Based Learning opportunities and Learner Profile intentional connections. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and support will be provided during faculty meetings, early release, classroom observations, peer coaching, and a focus on overt responses and formative assessments.</p>	Teachers, Principal, District Support Staff	Walk through data, observation, PD sign in sheet, observation schedule	District Funding	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	<p>Writing Across Content Areas All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas. All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas. Teachers will follow the guidelines in the newly adopted writing plan that will focus on grade level expectations, analysis of student writing samples, live scoring for Math, Reading, and Science ERQ's and On Demand Writing.</p>	Teachers, Principal, District Support Staff	Lesson plans	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	<p>Live Scoring Students in grades 3-5 will participate in live scoring for Math and Reading ERQ's. 5th grade students will participate in Live Scoring sessions for on demand writing. Multiple teachers/assistants will be on hand to provide students with feedback and support as they complete on demand writing prompts.</p> <p>Previewing Common Assessments During the school year, teachers will review assessments before beginning a unit of study. Questions will be measured against the standards to insure congruence. PLC time may be used for revisions.</p>	Teachers, Principal, District Support Staff	Lesson plans	No funding required	
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.	<p>Common Assessments Teachers will track student performance on common assessments using Edulastic. Assessments and reports will be analyzed using Dufour's critical questions for a PLC meeting...</p> <ul style="list-style-type: none"> • What do we want all students to know and be able to do? • How will we know if they learn it? 	Teachers, Principal, District Support Staff	PLC minutes, Envision HMH	District Funding	

Goal 2: Increase STATUS for state assessment results in science, social studies and writing for students in grades 3-5 from 74.6 in 2023 to 83.7 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	<p>Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<ul style="list-style-type: none"> ● How will we respond when some students do not learn? ● How will we extend the learning for students who are already proficient? <p>School Professional Development Professional Development based on staff needs will be provided. PD sessions may include but are not limited to: best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, reading comprehension strategies, science, social studies, Edulastic, SEL, and LETRS.</p>	Teachers, Principal, District Support Staff	PD sign in sheets, walk through data	District Funding	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Increase the overall STATUS for students who qualify for free or reduced lunches in grades 3-5 from 62.8 in 2023 to 76.1 by May 2028 as measured by state-required assessments. Increase the overall STATUS for students with disabilities in grades 3-5 from 45.1 in 2023 to 64.7 by May 2028 as measured by state-required assessments.	Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Intervention Staff Supports Multiple assessments, such as but not limited to I-Ready, benchmarking, SNAP, and common assessments will be used to identify students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or literacy instruction from highly qualified staff such as Reading and Math intervention teachers and assistants.	Teachers, Principal, District Support Staff	Master schedule, RTI student placement lists	ESS: \$11,000 RTA Grant: \$50,000 Title One: \$15,000	
Increase overall STATUS for students with disabilities in grades 3-5 from 45.1 in 2023 to 49.0 by May 2024 as measured by state-required assessments.	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Novice Reduction Strategies All teachers will incorporate Novice Reduction Strategies into their instruction. (Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, special education strategies, intervention strategies, and in-class coaching intervention strategies)	Teachers, Principal, District Support Staff	classroom observations	No funding required	
	Design, Align, and Deliver Support Processes, such that processes are in place to ensure appropriate academic interventions are taking place	Inclusion All special education students will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure all students have access to a rigorous curriculum that is congruent to the	Director of Special Ed, Principal, Special Education Teachers	Master schedule, WT data, IEP minutes in co taught setting	No funding required	

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	to meet the needs of all students.	Kentucky Core Academic Standards and specially designed instruction according to their IEP.				
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Progress Monitoring Student progress will be monitored regularly through the use of RTI meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified.	Teachers, Principal, District Support Staff	RTI progress monitoring data, meeting minutes, RTI student placement lists	No funding required	
	Design, Align and Deliver Support Processes such that ensure appropriate academic interventions are taking place to meet the needs of all students.	Co-Teaching visit/observation Master schedule will be set to allow for coteaching model (placement of students and staff). Professional growth opportunities, such as but not limited to study groups and peer observations, will be provided as needed.	Special Education Teachers, Classroom Teachers, Principal, District Support Staff	Master schedule, lesson plans	No funding required	
	Review, Analyze, and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Progress Monitoring – Special Ed Special Education teachers and administrators will write IEP goals, IEP objectives, strategies and structures for monitoring student progress and communicating results of progress monitoring using KDE guidance and GRREC resources. Special attention will be made to the accommodations and specially designed instruction as defined in the IEP so that students receive those adjustments on every assessment with the exception of the I-Ready Universal Screener.	Special Education Teachers, Classroom Teachers, Principal, District Support Staff	IEPs	District Funding	
	Design, Align, Deliver Support Processes such that ensure appropriate academic interventions are taking place to meet the needs of all students.	Effective Use of Resources Classroom Practices and school resources (i.e. personnel, materials, and programs) used to meet the needs of special education students will be reviewed to ensure maximum and effective usage. Examples of these resources are special education staff, LLI, Barton, LETRS, Science of Reading, UFLI and Reading A-Z.	Special Education Teachers, Classroom Teachers, Principal, District Support Staff	Master schedule	No funding required	

Goal 3: Increase the overall STATUS for students who qualify for free or reduced lunches in grades 3-5 from 62.8 in 2023 to 76.1 by May 2028 as measured by state-required assessments. Increase the overall STATUS for students with disabilities in grades 3-5 from 45.1 in 2023 to 64.7 by May 2028 as measured by state-required assessments.						
Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	Design, Align, Deliver Support Processes such that ensure appropriate academic interventions are taking place to meet the needs of all students.	Professional Development- Special education teachers are receiving training in LETRS, Science of Reading, and UFLI	Special Ed. Director Principal Special Education Teachers	Student data	Relief funds	
	Design, Align, Deliver Support Processes such that ensure appropriate academic interventions are taking place to meet the needs of all students.	IEP review IEPs will be reviewed to ensure the IEP modifications and accommodations match student needs. The specially designed instruction will also be noted within the lesson plans of the collaboration classrooms.	Special Ed Director, Special Education teachers	IEPs	No funding required	

4: English Learner Progress

Goal 4: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)						
Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	English Language Learners Staff has been trained in understanding and implementation of specific strategies and supports for academic success for Hispanic/English as Second Language learners at various levels of English Language proficiency, such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instructional and intentional instructional strategies such for vocabulary development.	Teachers, Principal, District Support Staff	PD sign in sheets	District Funding	
	Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	EL Instructional Supports Resources will be provided to support the instructional needs of English Learners such as bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full-time instructional assistant, shared between all schools in the district, will provide additional targeted support for newcomers and English learners with the greatest needs as determined by WIDA ACCESS and W-APT results.	EL instructional assistant, Teachers, Principal, District Support Staff	IA schedule, parent communication log	District Funding	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	EL Parent Communication & Engagement The district's full-time instructional assistant for English learners will encourage communication and engagement with parents by personally contacting parents about school activities, inviting them to attend school events and attending these events to translate as needed (conferences, parent nights, etc.), provide literacy sessions for EL families on Family Literacy Nights, etc. Teachers will work with the EL IA to translate notes home. Communication is two-way as parents can also contact the EL IA directly. The EL IA's schedule is flexible to account for	Title III coordinator Principal, Teachers, EL Instructional Assistant	Log, increase in student success in both content and English Proficiency	No funding required	

Goal 4: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)

Objective	Strate;;y	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
		parent support and communication needs outside of school hours. The EL IA will keep a log of her parent communication and engagement activities by student name and school.				

5: Quality of School Climate and Safety

Goal 5: Increase STATUS for quality of school climate and safety for students in grades 3-5 from 73.8 in 2023 to 83.2 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Measures of Success	Funding	Progress Monitoring Date & Notes
<p>Measurable Obj: Increase STATUS for quality of school climate and safety for students in grades 3-5 from 73.8 in 2023 to 75.7 by May 2024 as measured by state-required assessments.</p>	<p>Establish a school safety plan to ensure student safety and implement practices and processes to support a safe environment for students.</p> <p>Establish a system of drills and procedures for fire, severe weather, lock down, and earthquakes to ensure students safety</p>	<p>The School Safety Committee meets regularly to review ALES Safety policies. The committee will approve any updates to the Safety Plan in August of each year.</p>	<p>School Safety Plan reviewed and approved yearly by the Safety Committee</p>	<p>No funding required.</p>	
	<p>Establish a culture of student responsibility and success based on the PBIS Tier 1 principles of Have Respect, Act Responsibly, Work Hard, Stay Safe, and Show Kindness.</p>	<p>Positive Behavior Supports Tier 1 expectations will be fully implemented by all staff members. Tier 1 components include school wide expectations, schoolwide DOJO as our parent communication system, students are rewarded with Hawk Bucks/DOJO points for positive behavior and use their incentive dollars to shop at the Hawk Shop, Grade level reward system (as outlined in PBIS Plan). Other incentives are the Principal and Hawks and Super Hawks that are awarded each month for students who exemplify the HAWK Characteristics. Teachers reteach expectations after breaks to reinforce PBIS expectations.</p> <p>The PBIS Committee meets to discuss a specific school system and develops a PBIS Plan which is our school-wide behavior management plan each year and is approved by SBDM in August.</p>	<p>Yearly PBIS Tiered Fidelity Inventory Behavior Referrals Surveys- student/staff</p>		

		<p>Yearly PBIS Tiered Fidelity Inventory</p> <p>Surveys- teacher, staff, behavior referrals</p>	
<p>Establish a Tier 2 and Tier 3 system for PBIS that will support students' social and emotional needs to facilitate a safe a supportive environment for students.</p>	<p>A building Tier 2/Tier 3 committee meets monthly and the Principal, Counselor, SAM and PASS coach are a part of the committee to intervene on specific student needs and offer in-school intervention and counseling support.</p> <p>A small group of Tier 2 students will have check and connect and/or behavior plans for additional behavioral support. We have grade level RTI teams to discuss Tier 2 behavior data and specific students' progress, needs, and interventions.</p> <p>A district RTI committee meets to look at TIER 3 students for behavior referral (special ed referrals) as needed.</p>		<p>District Funding.</p>
<p>Establish collaboration with outside agencies to support student SEL needs within the school.</p>	<p>ALES will collaborate with outside agencies as part of the Tier 2 and Tier 3 PBIS Framework. Counselors will support specific SEL needs of students through small groups such as social groups as needed.</p>	<p>District Contracts with counseling agencies.</p>	
<p>Supporting our students needs through social and emotional support.</p>	<p>Social Emotional Wellness The school counselor will develop a schedule and provide SEL lessons within all the classrooms based off Second Step lessons (a research based violence prevention program) The classroom teacher will integrate daily SEL lessons based on their schedule and document in their lesson plans Teachers have received training from a licensed therapist on how to use the ZONES of REGULATION for an area of their classroom to support students who need help recognizing and regulating their emotions.</p>	<p>Counselor Principal Teachers</p>	<p>No funding needed</p>

7: Transition Readiness (optional)

Goal 7: Increase the percentage of Kindergarten student readiness skills from 50.8 in 2021 to 60.0 in 2022 as measured by the Brigance assessment and also improve school learning and environment to increase student success at all levels.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1 Increase the percentage of students who meet the transition readiness benchmark on the composite score for their most recent reading, math, science, social studies, and writing scores from 43.2 in 2019 to 61 in 2024.	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	K Screening Kindergarten students will be given the Brigance Test during the required window and this information will be used to determine which students still need readiness skills in order to have early intervention activities.	Teachers, Principal, District Support Staff	Brigance results	No funding required	
	Design, Align, Deliver Support Processes by partnering with outside agencies.	Brigance Communication Following Brigance Testing, school staff will share findings with local child care facilities. Information on how to prepare children for kindergarten will be offered.	Counselor, Principal, District Support Staff	Reports sent to childcare facilities	No funding required	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	Wee Time/Kindergarten KHIC Toddlers and preschool students have the opportunity to participate in a program sponsored by the Family Resource Center. Wee Time fosters readiness skills. HES and ALES provide Wee Time at both locations. Both schools offer weekly programs.	FRYSC staff	Sign in sheets, activity plans	FRYSC: \$500.00	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	Kindergarten Parent Meeting: Parents who have students entering K the following year are invited to come to a pre-registration meeting to learn about the standards for Kindergarten as well as other expectations. Information that will be helpful in preparing the student for school will be provided.	FRYSC staff, Teachers, Principal, District Support Staff	Sign in Sheets, Agenda	FRYSC: \$100.00	
	Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	Summer School for Incoming Kindergarten Students Incoming Kindergarten students with risk factors will be encouraged to participate in the district's Summer Learning program.	Teachers, Principal, District Support Staff	Student roster, summer school schedule	District Funding	
	Design, Align, Deliver Support Processes by partnering with outside agencies.	Laugh N Learn Toddlers and preschool students have the opportunity to participate with the program sponsored by the Family Resource Center and LaRue County Extension Office. Laugh N Learn programs are offered monthly at the LaRue Extension Office.	FRYSC Director	FRYSC reports	FRYSC \$100	
	Establish Learning Culture and Environment to ensure that processes are in	Kindergarten Launch Incoming Kindergarten students will be invited to attend a Kindergarten Launch day which helps acclimate students to the building and their classroom.	Kindergarten teachers, Instructional	School calendar	Title One: \$1,000.00	

Goal 7: Increase the percentage of Kindergarten student readiness skills from 50.8 in 2021 to 60.0 in 2022 as measured by the Brigance assessment and also improve school learning and environment to increase student success at all levels.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
	place to communicate with parents in order to address barriers to learning		Assistants, Principal, District Support Staff			
	Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	LCMS Transition Day In May, 5 th grade students will attend a Transition Day at LaRue County Middle School. Students will tour the school and attend an informational presentation.	LCMS staff, 5 th grade teachers, FRYSC	Calendar	No funding required	
	Establish Learning Culture and Environment to address the culture in the school and classrooms.	Attendance Incentives The school attendance committee will plan for rewarding students who are at school every day. Incentives may include, but not limited to PTO sponsored Reward Activities including hot chocolate and sundae parties. Incentives will be offered monthly which will allow all students to have the opportunity to participate regardless of previous absences.	PTO Teachers, Principal, Counselor, Attendance Clerk	Pictures, Rewards Day schedule, pizza party	PTO funds	
	Design, Align, Deliver support Processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students.	Student Risk Survey A district wide social emotional survey will be used as a social emotional screener. The screener will be used to identify student needs and plan for appropriate interventions. The information will be used to facilitate student support groups like lunch buddies and counselor circles.	Teachers, Principal, District Support Staff	Student risk screening spreadsheet	No funding required	
	Establish Learning culture and Environment to ensure everyone in their school operates under a unified definition of cultural responsiveness.	Work Ethic Certification Teachers will provide students essential workplace ethics instruction including adaptability, diligence, initiative, knowledge, reliability, remaining drug free and working well with others. Elementary students will complete two hours (kindergarten – second grade) or four hours (third-fifth grade) of community service by helping an agency, neighborhood, or an individual outside your home.	Teachers, Principal, Counselor, District Support Staff	Community service logs, lesson plans	No funding required	
	Design, Align, Deliver Support Processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students.	Positive Behavior Supports Tier 1 expectations will be fully implemented by all staff members. Tier 1 components include school wide expectations, schoolwide DOJO as our parent communication system, students are rewarded with Hawk Bucks/DOJO points for positive behavior and use their incentive dollars to shop at the Hawk Shop, Grade level reward system (as outlined in PBIS Plan).	Grade Level teacher representatives, Counselor, Principal, FRYSC	Lesson plans, support group roster	District Funding	

Goal 7: Increase the percentage of Kindergarten student readiness skills from 50.8 in 2021 to 60.0 in 2022 as measured by the Brigance assessment and also improve school learning and environment to increase student success at all levels.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
		<p>Other incentives are the Principal and Hawks and Super Hawks that are awarded each month for students who exemplify the HAWK Characteristics. Teachers reteach expectations after breaks to reinforce PBIS expectations.</p> <p>The PBIS Committee meets to discuss a specific school system and develops a PBIS Plan which is our school-wide behavior management plan each year and is approved by SBDM in August.</p> <p>A building Tier 2/Tier 3 committee meets monthly and the Principal, Counselor, SAM and PASS coach are a part of the committee to intervene on specific student needs and offer in-school intervention and counseling support.</p> <p>A small group of Tier 2 students will have check and connect and/or behavior plans for additional behavioral support. We have grade level RTI teams to discuss Tier 2 behavior data and specific students' progress, needs, and interventions.</p> <p>A district RTI committee meets to look at TIER 3 students for behavior referral (special ed referrals) as needed.</p>				
	<p>Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.</p>	<p>Home Visits FRYSC will visit homes of underperforming students to help remove barriers to learning. Needs addressed may include but not limited to attendance, academics, hygiene, basic needs, etc.</p>	FRYSC, classroom teachers, principal	FRYSC Record of home visits	FRYSC Funding	
	<p>Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.</p>	<p>Scholarships for Summer Camps FRYSC will provide scholarships/partial scholarships for summer learning camps for students who are not able to attend without assistance.</p>	FRYSC	FRYSC records	FRYSC Grant Funding	
	<p>Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.</p>	<p>Open Library ALES Library partners with LaRue County Public Library to provide open sessions at the public library for students to read and or take AR tests.</p>	Calendar of Events	ALES librarian	No funding needed	

