# Comprehensive School Improvement Plan (CSIP) – HES 2022-2023 Implementation & Impact Report June 2023

## 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

## Explanations/Directions

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| **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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | 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 [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps that will occur 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities. |

## 1: State Assessment Results in Reading & Mathematics

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| Goal 1: Increase the state assessment results for reading and math for students in grades 3-5 from 67.4 in 2022 to 77.6 by May 2027 as measured by state-required assessments. | | | | | |
| Objective | Strategy | Activities | Measures of Success | Funding | Progress Monitoring Notes |
| Objective 1: Increase the state assessment results for reading and math for students in grades 3-5 from 67.4 in 2022 to 69.4 by May 2023 as measured by state-required 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. | **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 will be the focus including updates for the revised ELA and Math standards this spring. Teachers will make note of needed changes during the year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions. | Curriculum Maps, CA’s, plans; increase in student proficiency | No funding required | I – teachers created/modified/updated curriculum maps and assessments in the summer of 2022. These documents are also being updated as needed during the summer of 2023. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Vertical Team meeting notes | No funding required | I – vertical teams have met monthly. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Vertical Team meeting notes | No funding required | I – vertical teams have met monthly. |
| 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. | **School Professional Development-**  Professional Development based on staff needs will be provided. PD sessions may include but not limited to: distance learning strategies, KCM, Envisions Math Program, best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, GRREC Systems Work, Moby Max, HMH Online Resources, LETRS, work related to Social Studies standards, resources, and testing requirements, Social Emotional Learning, Lexia etc. | PD sign in sheets, walk through data | Title 1 – $2,600 | I – Teachers participated in professional development sessions that include, but not limited to: Envisions, Edulastic, HMH, LETRS, Lexia, Social Emotional Learning. |
| 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. | **Systems Work - GRREC**  Grade level representatives will participate in the GRREC systems work focusing on math instruction. Teachers will receive training and support based on the Eight Mathematics Teaching Practices from NCTM (National Council of Mathematics). The Kentucky Mathematics Innovation Tool (KMIT) will be used to inform the systems and supports available to teachers and inform implementation of evidence-based practices in mathematics. | PD sign in sheets, KMIT data, coaching sessions | No funding required | I – teachers received training in the June of 2022 from GRECC to support math practices. |
| 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. | PLC meeting notes | No funding required | PI – PLC’s met regularly and submitted the PLC in Action google form. Common scoring is not used regularly across all grade levels. |
| Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning. | **Timed Assessments**  Assessments, which include multiple questions formats such as MC, short answer, drag and drop, and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina. | Lesson plans | No funding required | I – interactive assessments are used and timed as a part of regular instruction. |
| 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. | **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. | Sign in sheets, completed observations | No funding required | I – support and coaching given as needed. |
| 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. | **Math Professional Growth**  Teachers will participate in facilitated professional learning experiences to study clusters of standards across grade spans. Study will include vertical alignment, conceptual understanding, and effective instructional strategies such as use of manipulatives. Professional growth will include follow up and supports (i.e. modeling, peer observation, resources, coaching, guided planning, etc.). | PD sign in Sheets | Title 1 - $2,000  Math Achievement Fund - $48,400 | I – teachers received training in June of 2022 from GRECC to support math practices. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Curriculum maps | No funding required | I – PLC time was used to edit and revise curriculum maps and assessments as needed. |
| Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement. | **Student Engagement**  Student engagement will be enhanced using Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. | Walk through data, observation, PD sign in sheet, observation schedule | District Funds | I – Teachers utilized Kagan strategies and walkthrough data was collected to monitor Kagan strategies and implementation of Artisan themes. |
| 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. | **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. | Lesson plans | No funding required | PI – A writing plan is in place schoolwide, but this writing plan needs to be updated and revised and presented to all content and grade levels. Updating of the HES writing policy will take place in the summer of 2023. |
| Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results. | **Extensions**  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 above level readers, strategies for deeper analysis, differentiated instruction, and /or other resources such as I Ready instruction, Story works, Moby Max, and/or seminar/workshops, Envisions pick a project, Envisions 3 ACT Math, Raz Reading, Envisions -Knewton, etc... | Lesson plans, reports from computer-based programs | Title 1 -$29,617.32 | I – excelling students were challenged using IReady, small group guided reading, Scholastic news magazines, Studies Weekly Magazines, Academic Team. |
| Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. | **Writing Prompts**  The School writing team will create a calendar for on-demand writing prompts and writing pieces for each quarter (K begins data collection during 3rd quarter). Teachers will score collaboratively using rubrics aligned to common core writing standards and use analysis to determine next steps for instruction. | Writing Team meeting agenda and minutes, writing prompt dates, writing spreadsheet, PLC notes | No funding required | NI – As a part of our writing plan update in the summer of 2023, the writing team will create a calendar for on-demand writing prompts for use during the 2023-24 school year. |
| 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. | **Organizers**  Organizers (such as CUBES, RUN RACE, SPAT, and REDS, etc.) will be used for short answer, extended written response items, and on demand writing across the content areas and grade levels. Teachers will develop and implement strategies to model and scaffold learning for students. | Lesson plans, vertical team meeting minutes | No funding required | I – students use RACE to answer written response questions. |
| 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. (Strategies may include Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies) | Lesson plans, classroom observations | No funding required | I – these strategies are utilized on a regular basis during all content area instruction. |
| Design, align, deliver support processes such that school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school. | **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. | Master schedule | No funding required | I – Master schedule is reviewed, revised, and changed as needed. |
| 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. | **Math Instruction**  Math instruction, K-5, will focus on conceptual understanding and mathematical practices using 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 trainings such as CBB, KCM, Envision Mathematics and Number Talks. Online programs such as I Ready Math Instruction, Moby Max, XtraMath, and Envision online tools will also be utilized. | Lesson plans, Walk through data, Online program reports | Title 1 - $24,200 | PI – teachers have been working on implementing the new Envisions math curriculum. Work still continues on using this curriculum with fidelity and walk through data has been collected throughout the 2022-23 school to document use of manipulatives. |
| 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. | **Reading Instruction**  Balanced 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, RTA +1 Collaborative Teaching Model, and literature circles (upper grades). Progress in implementation and student results will be reviewed at least annually and revised as needed. HMH Reading Program, Secret Stories, Raz-Reading, and other support material as needed will be used in all K-5 classrooms. | Lesson plans, Walk through data, Online program reports | Title 1 - $23,600 | I – HMH and other resources have been utilized to meet state standards this year. |
| 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 reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants. | Master schedule, RTI student placement lists, | ESS -$16859.08  Title 1 - $15,000  Read to Achieve grant $47,200 | I – 4 Intervention teachers have been employed during the 2022-23 school year to meet student needs in reading and math. |
| Design and Deliver Instruction such that students have an understanding of learning expectations and know the criteria for success. | **Displaying Proficient Student Work**  In order for students to understand what is required to earn at least a Proficient score, proficient student work from across the curriculum will be showcased in a variety of ways. | Student work displays | No funding required | I – teachers used student work samples to model and show proficient student in their classrooms and on display in hallways. |
| 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. | **Tracking Student Performance**  Teachers will track student performance on common assessments using Edulastic. Assessments and reports will be analyzed using the four Dufour’s critical questions for a PLC meeting…   * 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? | PLC minutes, Edulastic | District Funding - | I – teachers utilized reports from Edulastic and IReady to track student progress on common assessments. |
| 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/Online Supports**  School staff will offer Reading and Math nights/online supports to help parents understand grade level standards and how they can help their child at home. | Sign in sheets, Flyers, planning meeting notes | Title 1 Parent Involvement  $5300.00 | I – HES conducted Family Activity Nights that promoted literacy and math engagement and strategies for achievement. |
| 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. | RTI progress monitoring forms | No funding required | I – RTI student progress monitoring forms are being used as well as having regular monthly RTI committee meetings |
| 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 Screener and/or Diagnostic Assessment, and online program reports (IReady, Moby Max, Raz Reading, Literacy Footprints, Lexia, etc.). Analysis of these assessments will be used to guide instruction. | Conferring notebooks, Data Binders, Running Records, Online Program reports | Title 1 - $29,617.32,  District funds | I – student’s reading progress is measured regularly using running records, IReady diagnostics, and common assessments. |
| Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. | **RTI Team Meetings**  Grade level teams will meet regularly to discuss individual student progress and next steps. Classroom teachers and Tier 2 and/or Tier 3 intervention teachers will attend meetings. | RTI meeting notes, student placement lists | No funding required | I – RTI meetings are held on a monthly basis. |
| 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 using RTI meetings, spreadsheets, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified. | RTI meeting notes, student placement lists | No funding required | I – student progress is monitored and RTI groupings are adjusted as needed. |
| Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students | **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 21-22 school year. | Team and staff meeting agendas | No funding required | PI – the IMPACT survey was not administered this year, but as a part of the Principal’s working conditions survey goal, a short survey was sent to staff about the prior year’s survey results. |
| Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students | **Culture and Climate**  School Culture and Climate will be supported through survey results and student management committee meetings. Areas investigated for change will include school wide procedures (hallways, restrooms, dismissals, café, etc.), celebrations for student goal achievements, reward system for behavior and academic goals, as well as activities that promote a positive culture among staff. | Committee minutes, surveys, procedures implemented | No funding required | I – School Culture and Climate committee has supported students and staff through the use of shout outs, Hawk of the Month, The Hawk Store. |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students | **Celebrating Student Success**  Student achievements towards reaching goals in programs such as Moby Max, IReady, etc. will be celebrated. Celebrations may include but not limited to shout outs, posters, certificates, coupons, small prizes or treats, etc. | PLC minutes, student recognition displays or announcements. | School Picture Fund $100 | I – regular, daily shout outs, Hawk Bucks, and classroom rewards were utilized to celebrate student successes. |
|  | 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. | **Digital Date File**  Individual student performance on IReady 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 data file will note demographic information about students as well as assessment data. | Digital Data File, Iready scores, KPREP Scores | No Funding Required | I – a data file was created to track student progress on KSA testing and IReady diagnostics. |

## 2. State Assessment Results in Science, Social Studies, and Writing

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| Goal 2: Increase the state assessment results for science, social studies and writing for students in grades 3-5 from 75.4 in 2022 to 83.1 by May 2027 as measured by state-required assessments. | | | | | |
| Objective | Strategy | Activities | Measures of Success | Funding | Progress Monitoring Date & Notes |
| Objective 1: Increase the state assessment results for science, social studies and writing for students in grades 3-5 from 75.4 in 2022 to 76.9 by May 2023 as measured by state-required 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. | **Social Studies Alignment**  Curriculum maps, common assessments, units and lessons will be updated to reflect the revised KAS social studies standards. Professional learning will be provided to better understand the new standards: inquiry process, social studies literacy connection, source analysis, assessment blueprint, and possible resources such as the JCPS materials. Content will be aligned vertically with inquiry throughout, integration of literacy and “sourcing” documents. Released Pearson assessment materials will be used to inform classroom practice. Supplemental resources, such as magazines (Scholastic News, Time for Kids, Studies Weekly), picture books, maps, resources from surrounding counties, Teacher Created Materials, etc… for integration will be researched and possibly purchased. | Curriculum maps, WT data | District Funding | I – Maps and assessments have been created and will be reviewed and revised as needed during the summer of 2023 for the 2023-24 school year. |
| Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning. | **Timed Assessments**  Assessments, which include multiple questions formats such as MC, short answer, drag and drop, and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina | Lesson plans | No funding required | I – interactive assessments are used and timed as part of regular instruction. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Curriculum maps | No funding required | I – PLC time was dedicated to edit and revise maps and assessments as needed. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **Science/Social Studies Aligned Curriculum**  Curriculum and resources will be aligned in primary grades to integrate science and social studies instruction with the HMH literacy program. Teachers will be given time to update maps and resources annually. Progress will be discussed in vertical and/or team meetings to identify strengths and areas for improvement. Supplemental resources for integration will be purchased. | Curriculum maps | No funding required | I - Primary teachers embed science and social studies standards into the HMG literacy program and are noted in curriculum maps.  Teachers met vertically at the end of the school year to share progress toward standards. |
| Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement. | **Student Engagement**  Student engagement will be enhanced through the use of Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. | Walk through data, observation, PD sign in sheet, observation schedule | District Funding | I – Kagan strategies were utilized during the 2022-23 school year and walkthrough data was collected and coaching/feedback strategies occurred. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Lesson plans | No funding required | I – writing is incorporated into all content areas. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **Previewing Common Assessments**  During the school year, teachers will review assessments (in person or online) before beginning a unit of study. Questions will be measured against the standards to insure congruency. PLC time may be used for revisions. | PLC meeting notes | No funding required | I – Assessments are reviewed and revised as needed. |
| Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **Science Instruction**  Programs such as but not limited to Mystery Science, Science Alive, Brain Pop, and Generation Genius will be used to provide and/or supplement science instruction. | TCT student work samples | Title 1 – $5000 | I – Mystery Science, Generation Genius and Science Alive have been used to help meet state standards. |
| 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. | **EDULASTIC**  Teachers will track student performance on common assessments using  Edulastic. Assessments and reports will be analyzed using the four Dufour’s critical questions for a PLC meeting…   * 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? | PLC minutes, Edulastic Data | District Funding | I – teachers have used data from Edulastic to make instructional decisions for students. |
| 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. | **School Professional Development-**  Professional Development based on staff needs will be provided. PD sessions may include but not limited to: Envisions Math Program, best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, GRREC Systems Work, Cognitive Engagement, Moby Max, Think Central, HMH Online Resources, work related to Social Studies standards, resources and testing requirements, Teacher Created Resources – Social Studies Content, Moby Max, Edulastic, Social Emotional Learning, etc. | PD sign in sheets, walk through data | Title 1 - $2,800 | I – teachers participated in professional development sessions including, but not limited to: Envisions, HMH, Edulastic, SEL, etc. |
| Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. | **Master Schedule Review**  The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system. | Strategic master schedule; increase in student proficiency | No funding required | I – The master schedule was reviewed to ensure all students have adequate opportunity to high quality instruction. |

## 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).

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| Goal 3: Increase the overall score for students who qualify for free and reduced lunches in grades 3-5 from 61.2 in 2022 to 73.3 by May 2027 as measured by state-required assessments. Increase the overall score for students with disabilities in grades 3-5 from 52.5 in 2022 to 67.3 by May 2027 as measured by state-required assessments. | | | | | |
| Objective | Strategy | Activities | Measures of Success | Funding | Progress Monitoring Date & Notes |
| Objective 1: Increase the overall score for students who qualify for free and reduced lunches in grades 3-5 from 61.2 in 2022 to 63.6 by May 2023 as measured by state-required assessments. Increase the overall score for students with disabilities in grades 3-5 from 52.5 in 2022 to 55.5 by May 2023 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. (Strategies such as Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies) | Classroom observations, lesson plans, improved student assessment results | No funding required | I – these strategies are used regularly during all content area instruction. |
| 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 reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants. | Master schedule, RTI student placement lists | ESS -$16838.08  Title 1 - $15,000  Read to Achieve grant $47,200  Math Achievement Fund - $48,400 | I – 4 intervention teachers have been employed during the 2022-23 school year to meet student needs in reading and math. |
| Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. | **Master Schedule Review**  The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system. | Strategic master schedule; increase in student proficiency | No funding required | I – The master schedule was reviewed to ensure all students have adequate opportunity to high quality instruction. |
| 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. (Strategies may include Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies) | Classroom observations, lesson plans, improved student assessment results | No funding required | I – these strategies are used regularly during all content area instruction. |
| 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. | **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 Kentucky Core Academic Standards. | Master schedule, WT data, IEP minutes in co-taught setting | No funding required | I – IEPs are reviewed annually and students are included in regular education classrooms to the fullest extent allowed by the IEP. |
| 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. | **Professional Learning – Special Education Population**  Regular education staff will be trained in effective strategies for supporting the learning needs of low-incidence and autistic students in collaboration with special education staff in an inclusive classroom setting. | PD Schedule | No funding required | I – Regular education staff were a part of professional development related to students with Autism. |
| 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. | RTI progress monitoring data, meeting minutes, RTI student placement lists | No funding required | I – Student progress is monitored and RTI groups are adjusted as needed. If applicable, IEPs are adjusted to meet student needs |
| Design, Align, Deliver Support Processes such that processes are in place to 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 co-teaching 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. | Master schedule, lesson plans | No funding required | I – master schedule is developed to allow for Co-Teaching Model |
| Review, Analyze, and Apply Data Results such that a system is in place to ensure that students data is collected, analyzed, and being used to drive classroom instruction. | **Progress Monitoring – Special Ed**  Special Education teachers and administrators will participate in training for writing IEP goals, writing IEP objectives, strategies and structures for monitoring student progress and communicating results of progress monitoring using KDE guidance and GRREC resources. Orientation will be provided on the new goal monitoring tool in Infinite Campus and virtual progress monitoring resources from KDE. | IEPs | District Funding | I – Special Education teachers receive training on progress monitoring, Infinite Campus tools that allow of inputting progress monitoring data and track IEP goal monitoring progress. |
| Design, Align, Deliver Support Processes such that processes are in place to 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. | Master schedule | No funding required | I – Needs of special education students are met using a variety of resources. Master schedule is reviewed and materials are used/purchased as identified. (LLI materials) |
| Design, Align, Deliver Support Processes such that processes are in place to 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. | IEPs | No funding required | I – IEPs are reviewed annually |
| Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. | **Communication**  Special Education teachers and regular education teachers will meet regularly to discuss student progress with respect to IEP goals including but not limited to grades, common assessment results, I Ready data, and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. | Increase in student success | No funding required | I – Meetings with regular education teachers and special education teachers occur during PLC time and planning periods. |
|  | Establish learning culture & environment to bridge student culture with school and classroom cultures. | **Diversity Training**  Staff will complete diversity training provided in the Safe Schools platform with follow-up as needed. | Increased achievement for all students | $0 | I – staff were required to complete diversity training through Safe Schools. |

## 4: English Learner Progress

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| 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 | Measures of Success | Funding | Progress Monitoring Date & Notes |
| **Measurable Obj:** 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. | **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.  Rosetta Stone and Into reading EL documents and books.  Math series will read questions in spanish | IA schedule, parent communication log | District Funding | I – Full time instructional assistants work with EL students regularly. Resources needed to support these students have been provided. |
| 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 will be 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. | PD sign in sheets | District Funding | I – Staff received training on strategies used to meet the needs of ELL students. |
| 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 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. | Log, increase in student success in both content and English Proficiency | No funding required | I – Full time IA help school staff to communicate with EL families. This full time IA is also present at our Family Activity Nights to help communication between families and staff. |

## 5: Quality of School Climate and Safety

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| Goal 5: Increase the indicator for quality of school climate and safety for students in grades 3-5 from 76.0 in 2022 to 83.5 by May 2027 as measured by state-required assessments. | | | | | |
| Objective | Strategy | Activities | Measures of Success | Funding | Progress Monitoring Date & Notes |
| **Measurable Obj:**  Increase the indicator for quality of school climate and safety for students in grades \_\_\_ from 76.0 in 2022 to 77.5 by May 2023 as measured by state-required assessments. | Establishing Learning Culture and Environment to ensure diverse student voices are heard and feedback is utilized. | Creation and Implementation of Principal/Student Advisory Council | Meeting Agenda/Minutes/Notes | No Funding Required | I – this council was created and established and served as a form of feedback from our student stakeholders. |
| Establishing Learning Culture and Environment to ensure social emotional needs of students are met. | Identify Tier 3 students based on PASS data and provide mentoring opportunities with adults and possibly older HES students. | Schedule of formative visits with students. | No Funding Required |  |
| Establishing Learning Culture and Environment to ensure student voice is heard and students have a deepened understanding of KSA School Climate and Safety Survey. | Homeroom, Related Arts teachers can discuss importance, relevance of School Climate and Safety Survey on KSA testing. | Lesson Plans | No Funding Required | I – teachers continually discuss safety protocols and procedures and receive student input on climate. The principal advisory council also assists with this process. |
| Establishing Learning Culture and Environment to meet social emotional needs of students and staff. | Library Media Specialist has initiated a program “Bucket Filler” based upon “Have You Filled a Bucket Today?” Students and staff are able to fill out a “Bucket Filler” slip to fellow students and colleagues. | AM/PM Announcements, Bucket Filler sheets documentation | No Funding Required | I – this process was creating and utilized during the school year with all resources being placed in the front foyer and students/staff being recognized on the announcements. |
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## 7. Transition readiness (optional)

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| Goal 6: Increase the percentage of kindergarten student’s readiness skills from 34% in 2021 to 40% in 2022 as measured by the Brigance assessment and  improve the school learning culture and environment to increase student success at all levels. | | | | | |
| Objective | Strategy | Activities | Measures of Success | Funding | Progress Monitoring Date & Notes |
| Objective 1: Increase the percentage of kindergarten student’s readiness skills from 34 in 2021 to 40 in 2022 as measured by the Brigance assessment and  improve the school learning culture and environment to increase student success at all levels. | 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. | Brigance results | No funding required | I – Kindergarten students completed Brigance testing in August 2022. |
| Design, Align, Deliver Support Processes by partnering with outside agencies. | **Brigance Communication**  Following Brigance Testing, school staff will share findings with local childcare facilities. Information on how to prepare children for kindergarten will be offered. | Reports sent to childcare facilities | No funding required | I – Central Office staff shares finding with applicable sites. |
| 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**  Toddlers and preschool students have the opportunity to participate in a program sponsored by the Family Resource Center. Wee Time fosters readiness skills. | Sign in sheets, activity plans | FRYSC - $200 | I – Wee time is held on a monthly basis and rotates to different sites with HES being one of those locations for Wee Time. |
|  | **FRC/Preschool Collaboration**  FRC coordinator collaborates with Preschool on College Street staff to provide enrichment activities based on a monthly theme. The FRC coordinator schedules one day a month to work with small groups of preschool students. Activities are designed to help students have a smooth transition from preschool to Kindergarten. | Lesson plans, calendar of activities | FRYSC - $100 | I – “Grab and Go” packets were made for preschool families. |
| Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning | **Kindergarten Expectations 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. LCECC (LaRue County Early Childhood Council) will provide learning materials for parents. | Sign in Sheets, Agenda | No funding required | I – Parent meeting was held in August 2022. |
| Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning | **Kindergarten Launch**  Incoming Kindergarten students will be invited to attend a Kindergarten Launch day which helps acclimate students to the building and their classroom. FRYSC will offer support for needs related to the kindergarten launch. | School calendar | Title I – Parent Involvement $2000 | I – Kindergarten launch took place in August 2022 before school officially started to welcome new Kindergarten families. |
| Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning. | **Backpack Meals**  Based on parent request or teacher referral, backpack meals are sent home weekly with students who may need additional food in the home. The FRC coordinator picks up meals provided by Feeding America and distributes to students. | List of students in need of meals | No funding required | I – backpack meals are sent home weekly. |
| 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, 5th grade students will attend a Transition Day at LaRue County Middle School. Students will tour the school and attend an informational presentation. | calendar | No funding required | I – 5th grade students attended transition day on May 22nd from 8:30 – 9:30. |
| Establish Learning Culture and Environment to address the culture in the school and classrooms. | **Attendance Committee**  Attendance Committee will meet regularly with DPP to go over attendance issues or upcoming changes related to attendance. Committee will work with the Family Resource Office as needed to help with student attendance issues. | Pictures, Rewards Day schedule, popcorn party | No Funding Required | I – attendance incentives were utilized throughout the year with various prizes to promote and increase student attendance. |
|  | Establish Learning Culture and Environment to address the culture in the school and classrooms. | **Hawk of the Month**  Students exemplifying HAWK behavior will be recognized monthly. Each grade level will choose students for the HAWK of the Month Award. Recognition may include balloons, classroom visit from the Hawk, a certificate, picture posted in the cafeteria, etc.… | Pictures, Social Media Posts | Student Picture Funds - $200 | I – Hawk of the Month was selected monthly from each classroom. |
|  | Establish Learning Culture and Environment to address the culture in the school and classrooms. | **HAWK Store**  Students will be offered the option of purchasing items from the Hawk store using their HAWK tickets earned for exemplary behaviors. | Schedule, pictures | Student Picture Funds - $1000 | I – students earn Hawk Bucks for good behavior, reaching instructional goals, etc. to shop at the Hawk Store |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **Positive Behavior Supports**  With GRREC support, Tier 1 expectations will be fully implemented by all staff members. A Check In/Check Out intervention will be implemented with a small group of Tier 2 students. A school team will be trained in Tier 3 supports and will being staff training and support after allowing time for Check In/Check out program implementation. The PBIS team, along with other committee members, will use the Student Risk Screening Scale completed by classroom teachers to identify students needing extra support and provide targeted help. Help may include but not limited to targeted lessons with counselor and/or individual behavior plans. | Lesson plans, support group roster | District Funding | I – PBIS is implemented building wide- Hawk Shop, Hawk of the Month, regular shout-outs, etc are used to support positive student behavior |
|  | Establish learning culture & environment to bridge student culture with school and classroom cultures. | **Diversity Training**  Staff will complete diversity training provided in the Safe Schools platform with follow-up as needed. | Equity | $0 | I – staff completed the diversity training through Safe Schools. |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **Social Emotional Cadre Leaders**  One primary and one intermediate teacher will serve in the roles of Social Emotional Cadre Leaders for the building. SEL leaders will support teachers in understanding SEL needs and providing lessons/support for their students. Our FRYSC will also be included as a resource for Social Emotional Support for students. | Cadre meetings, staff meeting agendas | District Funding | I – Two teachers served the role as SEL cadre leaders to help support SEL needs |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **Building Positive Relationships**  SEL cadre leaders will work with district SOS team to research the possibility of implementing a Sources of Strength program in grades 3-5. | Discussion notes | District Funding | PI – Research went into incorporating and implementing a SOS |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **Small Group Support**  Teacher identified students needing extra support with social emotional issues will be given the opportunity to participate in small group literature circles lead by the School Counselor. The group will meet weekly for small group counseling sessions. | Meeting schedule | No funding needed | NI – this process will resume for the 2023-24 school year as we will have a designated meeting place for this to take place. |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **PASS**  Teachers will administer two SEL surveys to students K-5. This will allow school to measure the overall social emotional state of students. | SEL Committee minutes, PLC minutes | District Funding | I – PASS survey was administered twice. |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **SEL Interventions**  SEL interventions will be taking place with the school counselor. For grades 3-5, the counselor will be using the PASS data to identify and track students’ needs. The counselor will be hosting a lunch bunch to meet with students. For grades K-2, the counselor will be teaching whole group lessons on emotion regulation monthly. | RTI schedule, master schedule, SEL committee minutes | No Funding Required | PI – Lunch bunch took place with students and whole group lessons took place the first half of the school year, but not the second half. |
|  | 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. | Community service logs, lesson plans | No Funding Required | I – Work Ethic Certification paperwork due by May 1. Certificates were provided to students who meet the requirements. |