**Abraham Lincoln Elementary School**

**22-23 Comprehensive School Improvement Plan CSIP 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 and Mathematics

| Goal 1*:*  Increase the indicator for state assessment results for reading and math for students in grades 3-5 from 59.4 in 2022 to 72.1 by May 2027 as measured by state-required assessments. | | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Responsible**  **Person** | **Measure of Success** | **Funding** | **Progress** **Monitoring**  **Date &** **Notes** | |
| **Objective:** Increase the indicator for state assessment results for reading and math for students in grades 3-5 from 59.4 in 2022 to 61.9 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. | **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. 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. | Teachers,  Principal, District  Support Staff | PLC meeting notes | No funding required | |  | | --- | |  |   I – Teachers created curriculum maps and assessments in the summer of 2022.  Those documents have been revised as needed during the 22-23 school year to ensure teachers have determined priority standards for all subject 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. | **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. A new writing plan has been added as part of the school ELA program. Teachers will follow grade level writing expectations and will meet in their PLC’s and three times yearly with the leadership team to analyze and score student work. | Teachers,  Principal, District  Support Staff | Vertical  Team meeting notes | No funding required | I – Vertical teams have met monthly during early release. | |
|  | Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Teachers,  Principal, District  Support Staff | Notes from meetings | No funding required | I – Cross school meeting dates were held monthly during early release. | |
|  | 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. ALES 3-5 teachers will meet to focus on small group instruction and have targeted that as their professional growth focus for the 22-23 year. | Teachers,  Principal, District  Support Staff | Vertical  Team meeting notes | No funding required | I – Vertical teams have met monthly during early release. | |
|  | 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 all students, Secret Stories, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, Reading Recovery, KCM, Edulastic, Barton Reading and Spelling System, and LLI small group instruction. | Teachers,  Principal, District  Support Staff | PD sign in sheets, walk through data | District  Funding | I – Teachers participated in professional development sessions that include but not limited to “Not So Wimpy Teacher” (small group math Instruction) Edulastic, SEL, LETRS, Math Strategies, Instructional Differentiation, Autism Training, and Technology Instruction. | |
|  | 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 | PLC meeting notes | No funding required | I – PLCs meet regularly and use the PLC in action form.  Common Scoring is a focus at ALES as we have implemented our new writing plan. All grade levels are meeting at a minimum of three times per year to review and discuss scoring student writing pieces. Grade level and cross school teams also meet to discuss scoring on common assessments at each grade level. | |
|  | 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 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 | Lesson Plans | No funding required | I – Interactive assessments are used and timed as 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. | **Classroom Observations**  Teachers will have the opportunity to observe teachers in other grade levels. An observation schedule will be developed to allow teachers to visit another classroom during core instruction. The focus for the observations will be teachers that are first year teachers or new to their content area. | Teachers, Principal,  District Support  Staff | Observation schedule | Title One: $2,000 | PI – Due to limited substitutes this remained a challenge. However, Curriculum Specialists and teacher planning was used to give teachers the opportunity to do peer observations. | |
|  | 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. | Teachers, Principal,  District Support  Staff | Sign in sheets, completed observations | No funding required | I –Support given as needed- Self Reflection and PGPs were a focus during team meetings. teachers were provided with necessary support. Teachers were all provided with the Kentucky Framework for Teaching  prior to the start of evaluations. | |
|  | 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. | Teachers, Principal,  District Support  Staff | Curriculum  Maps | No funding required | I – PLC time was used to edit and revise maps and assessments as needed. | |
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|  | 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 support will be provided during faculty meetings, early release, classroom observations, peer coaching, and a focus on overt responses and formative assessments. | Teachers,  Principal, District  Support Staff | Walk  through data, observation, observation schedule | No funding required | I – Teachers are using KAGAN strategies to enhance engagement in the classroom. Curriculum Specialists worked with new teachers to implement KAGAN in their classrooms. The teacher induction program also has a focus on KAGAN and all new teachers in the district participate in this program. | |
|  | 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. 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. | Teachers,  Principal, District  Support Staff | Lesson Plans | No funding required | I – A writing plan is in place schoolwide.  Teachers followed the guidelines in the newly adopted writing plan with a focus on grade level expectations. There is a writing analysis of student writing at each grade level three times per year. Intermediate live scoring for Math and Reading ERQ’s and On Demand writing. | |
|  | Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results. | **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. | Teachers,  Instructional  Assistants,  Principal, District  Support Staff | Lesson plans, reports from computer-based programs | Title I:  $2,000 | I – Excelling students were challenged using I-Ready, Reflex, small group guided reading, Scholastic News magazine, Studies Weekly Magazine, Academic Team, and Junior Great Books. | |
|  | 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 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 in October, February, and April. The writing plan is aligned to writing standards and use analysis to determine next steps for instruction. | Writing Team comprised of one teacher per grade level, Principal, District Support Staff | Writing Team meeting agenda and minutes, writing prompt dates, writing spreadsheet, PLC notes | Title I:  $2000 | PI – The HMH reading series prompts were used and reviewed three times per year. Grade level rubrics from the new writing plan were used to determine next steps for instruction.  A comprehensive calendar for live scores at all intermediate grades still needs to be fully developed. | |
|  | 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 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 | Teachers,  Principal, District  Support Staff | Lesson plans, vertical team meeting minutes | No funding required | I – Students use all established writing organizers outlined in the writing plan.  Posters were created for each classroom to out line the expectation for each grade level. | |
|  | 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 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, intervention strategies, and in-class intervention strategies) | Teachers,  Principal, District  Support Staff | Lesson plans, classroom observations | No funding required | I – All instructional and engagement strategies are used regularly 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. | Principal, SBDM council | Master schedule | No funding required | I – schedule is reviewed and changed as needed;  Students are all provided with RTI at all grade levels. Monthly RTI planning meetings are held with the Intervention and Core teachers to ensure fidelity of intervention 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. | **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 trainings 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. | Teachers,  Principal, District  Support Staff | Lesson plans, Walk  through data, Online program reports | Title One:  $8,000 | I - Emphasis was placed on the use of manipulatives and walk through data supports the increased use of manipulatives during math instruction. Students are rewarded for Fact Fluency progress and all intermediate Math teachers have been involved in “Not so Wimpy” Math small group 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. | **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 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, 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. | Teachers,  Principal, District  Support Staff | Lesson plans, Walk through data, Online program reports | Title One:  $10,000 | I - All components of the balanced literacy instruction are a focus at ALES. Student data is analyzed and guides instruction. The new HMH program has been fully implemented and our teachers are participating in LETRS Training. All instructional assistants participated in the Big Dippers training to enhance their instructional skillset. | |
|  | 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. | **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. | Teachers,  Principal, District Support Staff | Lesson plans, Walkthrough data, Online program reports | No funding required. | I – Secret stories is being used regularly. We have teachers that are working with Barton and LLI to provide intervention to our students that need more intensive 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 Universal Screener, 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:  $50,000  Title One:  $15,000 | I – Six Intervention teachers have been employed all school year to meet student needs in reading and math.  Students are all provided with RTI at all grade levels with highly qualified support staff including three fully certified teachers, an RTA specialist, and MAF intervention teacher, and a reading specialist. | |
|  | 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…   * 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 | I – Edulastic has been used to assess students and monitor progress. PLC meetings are held to discuss student progress and needs on each early release Friday. | |
|  | 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 | I – A Spring Parent night was held on April 27th – emphasis was on reading.  Program was Jim Basketball Jones, families were given information hand-out and books for their student to read at home | |
|  | 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 | I – RTI student progress monitoring forms are being used. Teachers meet monthly to review RTI data and the Building RTI Committee meets monthly to review students and determine next steps. This year we added the monthly meeting between intervention staff and core teachers to streamline intervention instruction. | |
|  | 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 | I – Each student’s reading progress is measured regularly using running records, I-Ready Diagnostic and Instruction, common assessments, cold reads, and reading Open Response items. | |
|  | 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. | **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. | Classroom  Teachers, Intervention teachers, Principal,  Counselor,  District Support Staff | RTI meeting notes, student placement  lists | No funding required | I – Teachers meet monthly to review RTI data and the Building RTI Committee meets monthly to review students and determine next steps. This year we added the monthly meeting between intervention staff and core teachers to streamline intervention instruction. | |
|  | 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 monthly meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified. | Classroom  Teachers, Intervention teachers,  Principal, District  Support Staff | RTI meeting notes, student placement  lists | No funding required | I – Student progress is monitored and RTI groups 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 22-23 school year. | Teachers, Principal | Team and staff meeting agendas | No funding required | I – Survey was reviewed at a staff meeting. ALES made gains in all areas on the IMPACT Survey. ALES was above the state average in every area of the survey. An additional survey was administered a short Staff Well Being survey in the Spring and 100% of participating ALES staff indicated that overall, ALES is a positive working environment. | |
|  | 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 monthly school culture committee meetings. These include monthly PBIS school wide assemblies that include ALES Super Teacher drawings, motivational celebrations for staff, birthday shouts outs, a monthly Treat Trolley for teachers, staff goodie days, and ALES Spirit Buddies. | Grade level Teacher  representatives, Counselor,  Principal | Committee minutes, surveys, procedures implemented | School  Pictures  Money | I – Our survey results supported the improvement of our climate and culture. This year the administration held monthly PBIS Assemblies that included teacher prize drawings, Birthday celebrations for teachers, and a monthly staff treat trolley. | |
|  | 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 Data Cards**  Individual student performance on I-Ready and KAS 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. | Teachers Principal  District  Support  Staff | Digital Data File | No funding required | I – A digital data file is used to track student progress on state testing and I-Ready diagnostics | |
|  | Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning. | **Open Library**  FRYSC will provide 4 dates in July for students and parents to visit the library to read and/or take AR tests | FRYSC  director | Calendar of Events | FRYSC  funding | I – Library was open for AR and book checkout 4 dates in July | |
|  | 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. | **High-Quality Instructional Resources**  ELA teachers districtwide will use the Hexagon tool or other HQIR protocols to review and consider adopting new high-quality instructional resources for core program implementation including associated professional learning and on-going implementation support. | Teachers,  Instructional  Support  Staff | Completed Hexagon tool; increased student proficiency | Relief Funding | I – We provide high quality instructional resources to our teachers. We have adopted Envisions as our core Math program and HMH as our core Reading Program. Our teachers and IA’s are participating in LETRS instruction. Teachers are provided with on going instructional support. | |

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

| Goal 2: Increase the indicator for state assessment results in science, social studies and writing for students in grades 3-5 from 57.7 in 2022 to 70.9 by May 2027 as measured by state-required assessments. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Responsible**  **Person** | **Measure of Success** | **Funding** | **Progress** **Monitoring**  **Date &** **Notes** | |
| Objective: Increase the indicator for state assessment results in science, social studies and writing for students in grades 3-5 from 57.7 in 2022 to 61.9 by May 2023 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. | **Social Studies Alignment**  Curriculum maps, common assessments, units and lessons have been updated to reflect the revised KAS 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. | Teachers, Principal,  District  Support  Staff | Curriculum maps | District  Funding | I – Maps and Assessments were created in Summer 2022 as part of the mapping professional development. | |
|  | 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 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 | Teachers, Principal,  District  Support  Staff | 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. | Classroom  Teachers,  District  Support  Staff | Curriculum maps | No funding required | I – PLC time was used 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**  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 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. | K-2  Teachers, Principal,  District Support staff | Curriculum maps | Title One;  $5,000 | I– TCM exploring the social studies curriculum used in grades K-5.  Pacing guides were created and program scope and sequence was used. The supplemental program Studies Weekly was used in Social Studies instruction grades 3-5. In Science grades 3-5 teacher used Science Alive and Generation Genius as additional  Science instruction. | |
|  | 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, and peer coaching. | Teachers, Principal,  District  Support  Staff | Walk  through data,  observation, PD sign in sheet, observation schedule | District  Funding | I – Teachers are using KAGAN strategies to enhance engagement in the classroom. Curriculum Specialists worked with new teachers to implement KAGAN in their classrooms. The teacher induction program also has a focus on KAGAN and all new teachers in the district participate in this program. | |
|  | 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.  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. | Teachers, Principal,  District Support Staff | Lesson plans | No funding  required | PI -Students engage in in a variety of writing opportunities across all content areas. In grades K-2 this is embedded within our new HMH reading program that has an emphasis on writing for a purpose and is part of weekly instruction. All teachers followed the guidelines of the writing plan which includes a three time per year analysis of student work. Grades 5 participated in live scores for On-demand writing. Additional live scores for Math and Reading ERQ’s are needed for all grades 3-5. | |
|  | Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy. | **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. | Teachers, Principal,  District  Support  Staff | Lesson plans | No funding required | PI- Grade 5 participated in live scores for On-demand writing. We did several Live scores in Math and reading but it was not consistent with all teachers 3-5 on a regular schedule.  We still need to add additional live scores for Math and Reading ERQ’s for all grades 3-5. | |
|  | 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 before beginning a unit of study. Questions will be measured against the standards to insure congruence. PLC time may be used for revisions. | Teachers, Principal,  District  Support  Staff | PLC meeting notes | No funding required | I – Assessments are reviewed and revised as needed | |
|  | 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. | **Common Assessments**  Teachers will track student performance on common assessments using Edulastic. Assessments and reports will be analyzed using for 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? | Teachers, Principal,  District  Support  Staff | PLC  minutes,  Envision  HMH | District  Funding | I – Teachers at multiple grade levels track student common assessment performance on Edulastic. | |
|  | 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 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, and SEL. | Teachers, Principal,  District  Support  Staff | PD sign in sheets, walk through data | District  Funding | I – The ALES Staff had the opportunity to participate in a variety of professional Development sessions. Examples include but are not limited to: best practices in writing, differentiation strategies, novice reduction strategies, positive behavior supports, questioning, student engagement, reading comprehension strategies, science, social studies, Edulastic, SEL, and LETRS. | |

## 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).

| Goal 3: Increase the overall score for students who qualify for free or reduced lunches in grades 3-5 from 53.3 in 2022 to 61.8 by May 2027 as measured by state-required assessments. Increase the overall score for students with disabilities in grades 3-5 from 45.0 in 2022 to 62.2 by May 2027 as measured by state-required assessments. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Responsible**  **Person** | **Measure of Success** | **Funding** | **Progress** **Monitoring**  **Date &** **Notes** | |
| Increase the overall indicator for students who qualify for free or reduced lunches in grades 3-5 from 53.3 in 2022 to 56.2 by May 2023 as measured by state-required assessments. Increase overall score for students with disabilities in grades 3-5 from 45.0 in 2022 to 48.4 by May 2023 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 | I – At ALES we have six intervention teachers employed all school year to meet student needs in reading and math.  I-Ready, benchmarking, SNAP, and common assessments are used to identify students that are one or more grade levels behind or students that are having difficulty reaching proficiency. | |
|  | 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 | 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 and modifications according to IEP. | Director of Special  Ed, Principal,  Special Education  Teachers | Master schedule, WT data, IEP minutes in cotaught setting | No funding required | I – IEPs are reviewed annually and students are included in regular ed classrooms to the fullest extent allowed by the 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 | I – Student progress is monitored and RTI groups are adjusted as needed.  If applicable, IEP are adjusted to meet student needs | |
|  | 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. | **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 | I – master scheduled is developed to allow for Co-Teaching Model | |
|  | 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 modifications 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 | I – SPED teachers use the Infinite Campus tool that allows for inputting progress monitoring data and track IEP goal monitoring student progress. Progress is reported to parents at the ARC and on the same reporting schedule as all students in the school. Special education students receive their testing accommodations on all assessment except the I-Ready diagnostic. Modification of assignments, and specially designed instruction are provided as mandated by their IEP document. | |
|  | 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. Examples of these resources are special education staff, LLI, and Barton. | Special Education  Teachers,  Classroom  Teachers, Principal,  District Support  Staff | 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 needs are identified. | |
|  | 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. | Special Ed  Director,  Special Education teachers | IEPs | No funding required | I – IEPs are reviewed annually. | |

## 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 | I – Staff received training on strategies used to meet the needs of ELL students. | |
|  | 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 | I – Full time IA works with EL students regularly. Resources needed to support these students have been provided. | |
|  | 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. | Title III  coordinator  Principal, Teachers,  EL Instructional  Assistant | Log, increase in student success in both content and English Proficiency | No funding required | I – Full Time IA and Bilingual Attendance Clerk help school staff to communicate with EL families. | |

## 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. | Establish a school safety plan to ensure student safety and implement practices and processes to support a safe environment for students. | The School Safety Committee meets monthly to review ALES Safety policies. The committee will approve any updates to the Safety Plan in August of each year. | School Safety Plan reviewed and approved yearly by the Safety  Committee | No funding required. | I – The School Safety Committee met on a monthly basis to review and update the safety plan. |
| Establish a system of drills and procedures for fire, severe weather, lock down, and earthquakes to ensure students safety | The School Safety Committee meets monthly to review ALES Safety policies. The committee will approve any updates to the Safety Plan in August of each year. | School Safety Plan reviewed and approved yearly by the Safety  Committee | No funding required. | I – The School Safety Committee met on a monthly basis to review and update the safety plan. |
| 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. | With GRREC support, 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 for positive behavior and use their incentive dollars to shop at the Hawk Shop at the end of each 9 weeks. Other incentives are the PrinciPAL Hawks and Super Hawks that are awarded each month for students who exemplify the HAWK Characteristics. A PBIS Training presentation was created for teachers to train and reteach students on the school wide expectations. The PBIS Committee meets to discuss specific school and system needs to keep the Tier 1 framework effective for Abraham Lincoln Elementary. | Yearly PBIS Tiered Fidelity Inventory | $4,000 funding required for the Tier 1 HAWK SHOP incentives. | I- Tier 1 of the PBIS system is fully implemented.  DOJO is our parent communication system, students are rewarded with Hawk Bucks for positive behavior and use their incentive dollars to shop at the Hawk Shop at the end of each nine weeks. Other incentives are the PrinciPAL Hawks and Super Hawks that are awarded each month for students who exemplify the HAWK Characteristics. A PBIS Training presentation was created for teachers to train and reteach students on the school wide expectations. |
| Establish a Tier 2 and Tier 3 system for PBIS that will support students emotional needs to facilitate a safe a supportive environment for students. | There is a Tier 2 committee made up of the PASS Coach, Principal, SAM, FRC coordinator, and school counselor to intervene on specific student needs and offer in-school intervention and counseling support. A small group of Tier 2 students will have check and connect 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.  A school team has been trained in Tier 3 support. The PBIS team, along with other committee members, will use the SEL Survey completed by classroom teachers or students to identify students needing extra support and provide targeted help. Help may include but not limited to targeted lessons with counselors and/or individual behavior plans. We have a building level RTI team to discuss Tier 3 student behavior data and discuss student needs, interventions, and services. | Yearly PBIS Tiered Fidelity Inventory | No funding required | PI – Our Tier 2 and 3 are partially implemented.  Behavior plans are discussed and documented as part of the RTI monthly meetings. An SEL survey was completed by all students.  Tier 2 behavior plans and management will be a focus for next year. |
| Establish collaboration with outside agencies to support student SEL needs within the school. | 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. | District Contracts with counseling agencies. | District Funding. | I – ALES collaborated with counselors and outside support agencies as part of the Tier 2 and tier 3 framework to support the needs of students. |

## 6: Growth (optional)

| Goal 4: Increase the combined reading and math percentage of students who met annual typical growth in grades K-5 from 54% in Spring 2019 to 64% in Spring 2024 as measured by I-Ready. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Responsible**  **Person** | **Measure of Success** | **Funding** | **Progress** **Monitoring**  **Date &** **Notes** | |
| Increase the combined reading and math percentage of students who met annual typical growth in grades K-5 from 54% in Spring 2019 to  60% in Spring 2022 as measured by I-Ready. | 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. | **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 HMH above level readers, strategies for deeper analysis, differentiated instruction, and/or other resources such as I-Ready instruction, Accelerated Reader, Secret Stories, and/or seminar/workshops. | Teachers, Principal,  Instructional  Assistants,  District  Support Staff | Increase in student success, lesson plans, master schedule | Title I:  $24,000 | I – I- Ready, Reflex, Guided Reading Materials, Secret Stories, GT, Academic Time, HMH above level readers and differentiated instruction and a selection of independent guided and rigorous texts are selected for advanced students. | |
|  | 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. | **Student Growth**  Student growth will be monitored through the use of programs/assessments such as I-Ready, Envisions, Edulastic, Reflex Students who show growth on assessments will be recognized in a variety of ways. Recognitions may include but are not limited to shout outs on school announcements, hallway displays, special activities, proficiency boards, ceremonies, etc. | Teachers, Principal,  Instructional  Assistants,  District  Support Staff | Increase in student success, lesson plans, master schedule | No funding required. | I – Student growth is celebrated with Shout Outs, special rewards, hallway displays, and grade level celebrations, and Facebook. | |
|  | 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. | **GT Instruction**  Students identified for Gifted and Talented (grades 4 and 5) and Primary Talent Pool (grades K – 3) will be provided enrichment services by the GT resource teacher and/or classroom teacher. Lessons will have a focus on STEM activities and/or enrichment in their identified area. | Teachers, Principal,  Instructional  Assistants,  District  Support Staff | Increase in student success, lesson plans, master schedule | No funding required. | I – GT instructor meets with students weekly | |

## 7: Transition Readiness (optional)

| Goal 5: 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 | I – Kindergarten students completed Brigance testing in August 2021 | |
|  | 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 | I – Central Office staff shares findings 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/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. Students have the opportunity to attend KHIC the year before starting school. HES and ALES provide Wee Time and KHIC sessions bi-weekly. These sessions will meet at HES and ALES. | FRYSC staff | Sign in sheets, activity plans | FRC:  $200.00 | I – The ALES and HES Family Resource Centers cooperate to provide Wee Time and / KHIC to our families. HES and ALES provide Wee Time and KHIC sessions bi-weekly. These sessions will meet at HES and ALES | |
|  | 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 | FRC:  $100.00 | I – The Kindergarten Parent meeting was provided in person to our families through Kindergarten Launch. | |
|  | 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 | I – Targeted Kindergarten students attended summer learning camp in July 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. | Kindergarten teachers, Instructional  Assistants,  Principal,  District  Support Staff | School calendar | Title One: $1,000.00 | I – The Kindergarten Parent meeting was provided in person to our families through Kindergarten Launch. | |
|  | 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. | LCMS staff, 5th  grade teachers,  FRYSC | Calendar | No funding required | I – 5th grade students participated in the Middle School Transition day in May 2023. | |
|  | 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 PTSO 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. | PTSO,  Teachers, Principal,  Counselor,  Attendance  Clerk | Pictures,  Rewards Day schedule, pizza party | No Funding  Required | I - ALES had a variety of attendance incentives.  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. | |
|  | 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 | I – 3-5 students completed the SEL Survey and K-2 teachers completed the survey on each student in their homerooms. Results were reviewed by Admin team and shared with teachers. | |
|  | 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 | I – Work Ethic Certification paperwork due by May 1.  Certificates were provided to students who meet the requirements. ALES had approximately 60 students (K-5) who received the Work Ethic Certification. | |
|  | Design, Align, Deliver Support processes that ensure 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. Tier 1 components include school wide expectations, schoolwide DOJO as our parent communication system, students are rewarded with Hawk Bucks for positive behavior and use their incentive dollars to shop at the Hawk Shop at the end of each 9 weeks. Other incentives are the PrinciPAL Hawks and Super Hawks that are awarded each month for students who exemplify the HAWK Characteristics. A PBIS Training presentation was created for teachers to train and reteach students on the school wide expectations. The PBIS Committee meets to discuss specific school and system needs to keep the Tier 1 framework effective for Abraham Lincoln Elementary.  There is a Tier 2 committee made up of the PASS Coach, Principal, SAM, FRC coordinator, and school counselor to intervene on specific student needs and offer in-school intervention and counseling support. A small group of Tier 2 students will have check and connect 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.  A school team has been trained in Tier 3 support. The PBIS team, along with other committee members, will use the SEL Survey completed by classroom teachers or students to identify students needing extra support and provide targeted help. Help may include but not limited to targeted lessons with counselors and/or individual behavior plans. We have a building level RTI team to discuss Tier 3 student behavior data and discuss student needs, interventions, and services. | Grade Level teacher representatives, Counselor,  Principal,  FRYSC | Lesson plans, support group roster | District  Funding | I – PBIS is implemented building wide- Hawk Shop, Principal, Super Hawks are used to support positive student behavior. | |
|  | Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students. | **Social Emotional Wellness**  Implicit Bias and Social Emotional training was provided to staff. 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. | SEL Cadre  Leaders, District SEL coach, Principal,  Counselor,  District Support Staff | Cadre meetings, staff meeting agendas | District  Funding | I – Teachers had the opportunity to participate in SEL training and one primary and one intermediate teacher served in the roles of Social Emotional Cadre Leaders for the building. | |
|  | Establish Learning  Culture and Environment by having processes in place to communicate with students in order to address barriers to learning. | **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. | FRYSC,  classroom teachers, principal | FRYSC  Record of home visits | FRYSC  Grant  Funding | I – Home visits are made as needed | |
|  | Establish Learning  Culture and Environment by having processes in place to communicate with students in order to address barriers to learning. | **Scholarships for Summer Camps**  FRYSC will provide scholarships/partial scholarships for summer learning camps for students who are not able to attend without assistance. | FRYSC | FRYSC  records | FRYSC  Grant  Funding | I – Scholarships were provided. | |
|  | Establish Learning  Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning. | **Open Library**  FRYSC will provide 4 dates in July for students and parents to visit the library to read and/or take AR tests | Calendar of Events | FRYSC  director | FRYSC  funding | I – Library was open for AR 4 dates in July. | |