



2023-2024 HES Phase One: Continuous Improvement Diagnostic
for Schools_09032023_21:28

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Hodgenville Elementary School
Patrick Reed
33 Eagle Ln.
Hodgenville, Kentucky, 42748
United States of America

Table of Contents

<u>2023-2024 Phase One: Continuous Improvement Diagnostic for Schools</u>	<u>3</u>
---	----------

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

Please enter your name and date below to certify.

Patrick Reed

September 28, 2023



2023-2024 HES Phase Two: The Needs Assessment for
Schools_09302023_20:40

2023-2024 Phase Two: The Needs Assessment for Schools

Hodgenville Elementary School
Patrick Reed
33 Eagle Ln.
Hodgenville, Kentucky, 42748
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	12

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Initial Student Data Reports are made available to appropriate school staff as they are received during the embargoed period. Embargoed data reports are then used to identify student needs for both core and intervention settings. As state data reports are finalized our school-wide data analysis begins at the district leadership level. Our district leadership team includes our superintendent, assistant superintendent, curriculum specialists, and principals. After the initial data analysis is done at the district level, data then goes to the school level for analysis. Future district level meetings on data will include findings from school and teacher level discussions as well as data from our universal screener and common assessments.

At the school level, grade level PLC groups meet during team meetings. Each team looks for strengths and weaknesses as they analyze results. Teams note their thoughts on reasons behind the data as they reflect on practices and programs that are used throughout the building. Results from grade level team meetings are put into a google doc and made available for other grade level groups to use. Vertical

content area teams also meet. Results, google documents, and chart paper from all meetings are then analyzed by the CSIP committee as they establish direction and create the next year's CSIP. The CSIP Committee includes a teacher representative from each grade level, curriculum specialists, FRYSC director, and the school principal. This team begins with one scheduled meeting and will add others as needed. The CSIP will then be the guiding force for continuous improvement in our building. The various meetings are documented through meeting minutes and sign-in sheets. Staff will review all available data in grade level PLC groups and will answer the following questions:

- What are the causes for celebration in our school and what data do you have to support this?
- What are the causes for concern in our school and what data do you have to support this?
- When considering your students and student achievement results across your school, what works?
- What needs to be improved to increase student achievement in your classroom and the school?
- What is your greatest professional development need?

After teachers answer these questions in their grade level PLC group, the results are viewed as a whole staff and discussions take place to prioritize those answers based on school-wide results. Vertical teams meet as stated above. CSIP committee has one scheduled meeting and will schedule additional meetings.

Review of Previous Plan

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

The long term goals from the HES Comprehensive School Improvement Plan for 2022-2023 are three to five year targets for each required school level indicator.

The goals are listed below, with a brief summary included in relation to the objectives, strategies and activities used to meet each goal.

- **Goal 1:** Increase the combined proficiency indicator 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 1** was to increase the combined proficiency indicator for reading and math students in grades 3-5 from 67.4 in 2022 to 69.4 by May 2023. This objective was not met because the overall combined indicator for reading and math was 68.9 for 2023.
 - The majority of the strategies and activities for this goal were implemented with fidelity during the 2022-23 school year. Curriculum alignment through curriculum mappings, content-based vertical team meetings, timed assessments, extended learning activities, Kagan strategies used for student engagement,

novice reduction strategies, professional development, literacy nights, digital student data tracking, effective RTI practices and supports, the use high quality resources, and the promotion of a positive school culture and student engagement are some of the successfully implemented strategies/activities. Areas of partial implementation include the use of writing organizers and school-wide on-demand writing prompts. In addition, common scoring of assessments was partially implemented. Data is analyzed in PLC groups periodically, but collaborative scoring does not consistently take place across all grade levels.

- **Goal 2:** Increase the combined separate academic indicator 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 1** was to increase the combined separate academic indicator for students in grades 3-5 from 75.4 in 2022 to 76.9 by May 2023. This objective was not met because the overall combined academic indicator for science, social studies, and writing was 70.2 for 2023.
 - Interactive assessments, intentional curriculum alignment with working pacing guides and scope and sequence documents, curriculum mapping, computerized programs (Brain Pop, Generation Genius, Mystery Science, Science Alive), and master schedule review were some of the successfully implemented strategies/ activities. Science and social studies was incorporated through the HMH literacy program in primary grades, but discussions of progress towards standard mastery did not occur in vertical and/or team meetings.
- **Goal 3:** Increase the combined proficiency indicator for reading and math 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 combined proficiency indicator for reading and math 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 1** has two parts. The first part of this objective was to increase the combined proficiency indicator for reading and math students who qualify for free and reduced lunches in grades 3-5 from 61.2 in 2022 to 63.6 by May 2023. This part of the objective was not met, as the combined indicator was 61.9 for this subgroup. The second part of this objective was to increase the combined proficiency indicator for reading and math students with disabilities in grades 3-5 from 52.5 in 2022 to 55.5 by May 2023. This part of the objective was not met, as the combined indicator was 45.3 for this subgroup for 2023.
 - Overall, Objective 1 for Goal 3 was not met. EL instructional supports, intervention staff supports, novice reduction strategies, co-teaching, specific professional development training, and progress monitoring using the new Infinite Campus tool to track IEP progress were some of the successfully implemented strategies/ activities. Communication between the regular education teacher

and special education teachers needs to improve with regularly scheduled progress checks for students with IEP goals.

- **Goal 4:** English Learner Progress (suppressed data)
- **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 1** was to increase the indicator for quality of school climate and safety for students in grades 3-5 from 76.0 in 2022 to 77.5 by May 2023 as measured by state-required assessments. This objective was not met because the indicator for the quality of school climate and safety was 75.4 for 2023.
 - The school learning culture and environment were supported with strategies/ activities through PBIS positive behavior supports, the HAWK store, and student recognitions for Hawk of the Month. Students were supported through an SEL curriculum (Lions Quest), SEL interventions, and small group counselor support. Professional development was offered regarding SEL and staff also analyzed their SEL screener data (PASS) for trends. The Principal/Student Advisory Council was created to ensure diverse student voices were heard. The librarian initiated the "Bucket Filler" program with partial implementation, and Tier 3 students were identified based on PASS data but mentoring opportunities were partially implemented, as well. In addition, the SEL Curriculum was partially implemented by only a few grade levels.

The status of each strategy/activity implemented in the 2022-23 school year informs the HES Comprehensive School Improvement Plan for 2023-24 because it allows leaders to identify specific needs and plan for new strategies/activities to support the overall growth of the students and staff at Hodgenville Elementary School.

Trends

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

Example of Trends

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

Data from the KSA 2022-2023 state testing results showed concern in fourth grade reading. Fourth grade reading has a status score of 61.2 compared to 2021-2022 of 71.9. The proficient/distinguished percentage of fourth grade reading was at 55.6% which is lower than previous year proficient/distinguished percentage of 55.6%. The novice percentage for 4th grade for 22/23 was 29.8%. This is an increase from last year's 23.5%. This trend in novice versus distinguished data is observable in fourth

grade reading. An overall trend in reading is the goal to decrease the percentage of novice students and increase the distinguished percentage.

Data from the KSA 2022-2023 state testing results showed concern in fourth grade math. Fourth grade math has a status score of 62.0 compared to 2021-2022 of 71.6%.

Based on KSA 2021-2022 Reading and Math data and KSA 2022-2023 Reading and Math data, the Class of 2031 KSA score are lower than the scores of class before them. The Class of 2031 during COVID were in 1st grade and may have missed fundamental benchmarks.

Considering I-Ready historical data (from school years 2021-2022 to 2022-2023), the final reading diagnostic scores show a trend in fourth grade percentages that the number in Tier 3 students has increased slightly. Overall school I-Ready reading data scores for grades show that the Tier 1 and Tier 3 populations slightly increased and the Tier 2 population has decreased (from school years 2021-2022 to 2022-2023).

Data from the KSA 2022-2023 state testing results showed concern in fourth grade math. Fourth grade was at a status score of 62 compared to 2021-2022 of 71.6. The proficient/distinguished percentage of fourth grade math was at 45.9% which is lower than previous year proficient/distinguished percentage of 54.3%. The novice percentage for 4th grade math for 22/23 was 28.6. This is an increase from last year's 19.8%. This trend in novice versus distinguished data is observable in fourth grade reading. An overall trend in math is the goal to decrease the percentage of novice students and increase the distinguished percentage.

Considering I-Ready historical math data (from school years 2020- 2021, 2021-2022, and 2022-23), the final diagnostic scores show a school-wide trend that the Tier 1 population is increasing while the Tier 3 population is decreasing.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

2022-2023 KSA Assessment STATUS - HES Reading Status score is 72.8 which is 6.8 points above the state. HES Math Status score is 64.9 which is 5.6 points above the state. HES Combined Reading and Math Status score is 68.9 (Yellow) with is 6.2 points above the state. HES Science Status score is 59.9 which is 1.1 points below the state. HES Social Studies Status score is 70.1 which is 11.3 points higher than the state. HES Combined Writing Status score is 80.7 which is 15.4 points higher than the state. HES Cpmbines Science, Social Studies, and Combined Writing Status score is 70.2 (Green) which is 8.5 points higher than the state. HES Quality of School Climate and Safety Status was 75.4 (Yellow). This is 1.4 points lower than the state.

2022-2023 KSA Assessment HES Combined Reading and Math CHANGE was +1.5 which is 1.8 points lower than the states CHANGE. HES Combined Reading and Math STATUS (Yellow) plus CHANGE (Green) landed HES Reading and Math Indicator Rating of Green.

2022-2023 KSA Assessment HES Combined Science, Social Studies, and Combined Writing CHANGE was -5.2. The state's change was +4.0. HES Combined Science, Social Studies, and Combined Writing STATUS (Green) plus CHANGE (Orange) landed HES Science, Social Studies, and Combine Writing Indicator Rating of Yellow.

2022-2023 KSA Assessment HES Quality of School Climate and Safety CHANGE is -0.6. The state's change was +0.2. HES Quality of School Climate and Safety STATUS (Yellow) plus CHANGE (YELLOW) landed HES Quality of School and Climate and Safety Indicator Rating of Yellow.

i-Ready- Fall Reading 2023 Results Grades K-5 results show that 27% of students are working at an early on-grade or mid on-grade or above level. i-Ready Fall Math 2023 Results show that 18% of students are working at an early on-grade or mid on-grade or above level.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below

proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Data from the KSA 2022-2023 state testing results showed concern in fourth grade reading. Fourth grade reading was at a status score of 61.2 compared to 2021-2022 of 71.9. The proficient/distinguished percentage of fourth grade reading was at 55.6% which is lower than previous year proficient/distinguished percentage of 55.6%. The novice percentage for 4th grade for 22/23 was 29.8%. This is an increase from last year's 23.5%. This trend in novice versus distinguished data is observable in fourth grade reading. An overall trend in reading is the goal to decrease the percentage of novice students and increase the distinguished percentage.

Data from the KSA 2022-2023 state testing results showed concern in fourth grade math. Fourth grade math has a status score of 62.0 compared to 2021-2022 of 71.6%.

Based on KSA 2021-2022 Reading and Math data and KSA 2022-2023 Reading and Math data, the Class of 2031 KSA score are lower than the scores of class before them. The Class of 2031 during COVID were in 1st grade and may have missed fundamental benchmarks.

Science is also a priority focus at HES. HES Science Status score is 59.9 which is 1.1 points below the state.

Another priority focus at HES is novice reduction. KSA 2022-2023 Performance Level Breakdown shows the following: Reading 20.6% novice, Math 22.4% novice, Science 16.3% novice, Social Studies 21.8% novice, and Combined Writing 10.3% novice.

HES 2022-2023 KSA Reading Assessment data shows that %PD went from 53.8% to 53.7%. This is a slight decrease.

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

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

i-Ready Fall 2023 Reading data shows that 22% of students Grades K-5 are performing two or more grade levels below. i-Ready Fall 2023 Math data shows that 18% are performing two or more grade levels below.

In looking at the growth data for HES, it is a priority to maintain student performance at the distinguished and proficient level in both reading and math. Improvements in growth will result in increased achievement, closure of gaps, and increased growth results. In terms of gaps, we are concerned about the performance of students with disabilities and students who qualify for free and reduced lunches.

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

Strengths/Leverages

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

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

KSA 2022-2023 Assessment Data Indicated the Following Strengths:

HES Reading and Math Status is 68.9. This is above the state's status of 62.7. Math is 64.9 which is higher than the state's score of 59.3. Reading is 72.8 which is higher than the state's score of 66.0.

Reading Status scores for grades 3 and 5 increased from previous year's KSA status score. Third grade Reading 60.2 to 68.8 an increase 8.6. Fifth grade Reading 80.9 to 90.2 an increase of 9.3.

Math Status scores for grades 3 and 5 increased from previous year's KSA status score. Third grade Math 63.7 to 72.7 and increase of 8.9. Fifth grade Math 57.4 to 59.8 an increase of 2.4.

2022-2023 KSA HES Reading and Math Change was 1.5 which gave us GREEN for change. Therefore, HES Reading and Math Indicator Rating (Status + Change) is GREEN.

2022-2023 KSA HES Science, Social Studies, and Combined Writing Status of 70.2 which is higher than the state's score of 61.7. Social Studies Status score is 70.1 which is higher than the state's score of 58.8. Combined Writing Status score of 80.7 is higher than the state's score of 65.3.

Evaluate the Teaching and Learning Environment

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

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

a. Complete the Key Elements Template.

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

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

KWCP 5: Design, Align and Deliver Support: Based on our School- Wide Formative Assessment Walk-Through Document, there are good practices put into place to ensure that is support for teachers to deliver instruction with multiple school-wide resources (online platforms, new curriculum, additional staff, etc.) However, we will continue to monitor student data to note progress being made and also find instructional areas where some adjustments may be needed. We want our support staff to be fluid in meet the academic needs of students and their instructional goals. We also want to be sure our curriculum is being used to ensure the success of our students and offer support with additional resources for lesson planning and instruction. Our focus will be, but not limited to, one of priority areas, reading across all grade levels and students that are falling two or more grade levels behind in reading based on our IReady universal screener. KWCP 6: Establishing Learning Culture and Environment: Social and Emotional Learning is also a priority at HES. The school learning culture and environment were supported with strategies/ activities through PBIS positive behavior supports, the HAWK store, and student recognitions for Hawk of the Month. Students were supported through a SEL curriculum, SEL interventions, and small group counselor support.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HES Key Elements 23-24		•

Key Elements of the Teaching and Learning Environment – Hodgenville Elementary

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>		<ul style="list-style-type: none"> ● Summer PD focuses on curriculum/KAS alignment, pacing guides/targets, and standards review with district support and their department. ● Department PLCs and Grade level content PLCs meet to review assessment data, alignment, pacing guides, and lesson planning. ● Vertical Team Meetings and Cross-School Team Meetings. ● Monitor using Edulastic and curriculum assessment reporting ● Summer learning is offered for several weeks in the summer.
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	YES	<ul style="list-style-type: none"> ● Walk-Throughs are conducted to check for lesson plans, standard alignment, student engagement, rigor. ● Processes used to select materials and programs to fit the rigor and instruction expected. ● Teachers post learning objectives in the classroom. ● Students and teachers work together to set goals. ● PBIS/SEL
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>		<ul style="list-style-type: none"> ● Regular PLC analysis with teachers applying assessment literacy using assessment results (Edulastic, iReady, K-PREP) ● Formative Assessments ● Student-Friendly Lesson Objectives ● Lessons plans show alignment with the standards and lesson objectives.

Key Elements of the Teaching and Learning Environment – Hodgenville Elementary

		<ul style="list-style-type: none"> ● Review assessment data with students.
<p>KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<ul style="list-style-type: none"> ● Scheduled time for PLC ● PLC minutes/agendas ● RTI Committee meetings ● RTI parent letters ● Data Spreadsheet ● Quarterly data review with leadership team ● Team Meetings
<p>KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>YES</p>	<ul style="list-style-type: none"> ● Recognizing from observations positive instructional feedback. ● RTI Schedule with multiple support staff available, Data is used from multiple forms of assessments (KPREP, IReady, SNAP, formative assessments, Brigance, Edulastic, etc.), ● PLC Work, Team Meeting ● Professional Development ● Personnel, Committee Members, and community involvement (SBDM, Curriculum Specialist, Research-based curriculum, FRYSC, 4H, PTO, Community Helpers, LaRue County Reads)
<p>KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>YES</p>	<ul style="list-style-type: none"> ● Impact KY survey is evidence of an improving school culture. ● PBIS/SEL Committees ● Implementation of PBIS and tiered intervention program ● PLC, Common Planning, ● PASS Survey



2023-2024 HES Phase One: Executive Summary for
Schools_09032023_21:26

2023-2024 Phase One: Executive Summary for Schools

Hodgenville Elementary School
Patrick Reed
33 Eagle Ln.
Hodgenville, Kentucky, 42748
United States of America

Table of Contents

2023-2024 Phase One: Executive Summary for Schools	3
--	---

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Hodgenville Elementary serves Kindergarten through 5th grade and is located in a rural area of Central Kentucky. We work with approximately 540 students and their families. We have a strong family resource center that strives to meet the varying needs of our population. The community has transitioned from a farming community into one in which the largest employers are the school system and a sewing factory. Many of our parents do not work in the local area, but must commute to nearby Elizabethtown or even Louisville. Our percentage of free and reduced lunch runs between 65% to 70%. All this considered, the families of Hodgenville Elementary School are supportive of the school system and of education in general. We have a strong PTO and strong support from community partners. We tend to have good attendance at our parent teacher conferences and at our after school programs. As a school and country we are continuing to makeup for learning loss due to the COVID 19 pandemic and we face a strong challenge from some students living in poverty. We have have seen great growth from our students since August but we continue to strive to compensate for learning loss due to the pandemic. We are looking for ways to challenge the students that are on grade level while still reaching the many students the pandemic left behind.

School Stakeholders

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

Our Site Based Decision Making Council is represented through teacher and parent representatives. We encourage our parents to run for a seat on the council so they can assist HES in continuous improvement.

Our Parent Teacher Organization is comprised of teachers, parents, and administration for the benefit of student rewards, incentives, and engaging with HES to foster a supportive, engaging, and proactive relationships for the betterment of students and staff.

We hold monthly Parent Engagement Nights that deal with topics such as parenting tips, reading and math assistance, and providing opportunities for two-way communication with school. These nights help create positive relationships with open communication between home and school. We provide help to families so that they are better informed of what takes place at school so both parties can work towards the common goal of helping their child being the best version of themselves.

School's Purpose

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

The vision of Hodgenville Elementary School is to prepare ALL students to be responsible and productive citizens who are lifelong learners. The mission of Hodgenville Elementary is to provide a safe, respectful environment where ALL students learn at high levels through a partnership of home, school, and community. Students are involved in annually reviewing and providing feedback on our vision and mission statements to receive stakeholder feedback. The last review of our mission and vision statements took place in the Fall of 2022 when the Principal/Student Advisory Council met to review our statements and solicit their feedback. Staff also reviewed the mission/vision statements during the September 2022 faculty meeting. We have exceptional programs in place to support our mission. Our school has Future Problem Solvers and Quick Recall teams, as well as Test Takers in Social Studies, Science, Arts and Humanities as well as other subjects. We also have a Fourth District Chorus group, and Beta Club. The art instructor promotes budding artists by displaying student art work on a popular web-site where parents and grandparents near and far can view this work as well as displaying it in the hallways of the school. Also, students with special needs have opportunities to be a part of our ESS, backpack meals, and mentor programs in order to provide specifically identified needs. There are many opportunities to develop the whole child at HES. Our staff promote the student behavior that represents a Hawk by having respect, acting responsibly, working hard, keeping safe, and showing kindness. We have recognition based on the Hawks acronym. Staff encourage, identify, and model appropriate behavior and character traits. Each homeroom teacher names 1 or 2 Hawks of the Month for their Hawk like behavior and those winners are still announced at both at school and on Facebook. At school, we have monthly school-wide assemblies to celebrate a wide array of academic and athletic accomplishments. We are also working on the implementation, dialogue, and the communication of LaRue County Schools Learner Profile. We announce shout-outs daily over the intercom for those students that are working hard in class and having a good attitude. We have fully implemented PBIS at HES.

Notable Achievements and Areas of Improvement

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

2021-2022 KSA Assessment - Reading Index Score Overall is 71 which is 8.2 points above the state. - 3rd grade Reading was 2.5 points below the state, 4th grade was 8.5 above the state, and 5th grade was 18.2 points above the state. Math Index Score overall is 63.8 which is 8 points above the state. 3rd grade Math was 7.2

points above the state, 4th grade was 15.8 points above the state, and 5th grade was 1.8 points above the state. Science Index Score was 63 which is 5.5 points above the state. - Combined Writing Index Score (On Demand & Editing Mechanics) was 85.2 which is 24.8 points above the state. - Social Studies Index Score was 78.1 which is 23.1 points above the state. HES scored in the top 10% of elementary schools statewide in the areas of Combined Writing and Social Studies. The Reading and Math Index was 67.4, which placed us on the high end of Yellow and only 2.6 points away from Green. Our overall Reading Index was 71.0 and our overall Math Index was 63.8. In Science, Social Studies and Writing, HES scored at 75.4, which placed us in the Green category and only 0.4 points away from the Blue category. Our overall Science index was 63.0 and our overall Social Studies index was 78.1 HES's combined writing index was 85.2. i-Ready- Fall 2022 Results - Reading KY results show that 27% of students are working at an early on-grade or mid on-grade or above level. The National results show that 29% of students are working at an early on-grade or mid on-grade or above level. HES (Grade 1-5) results show that 26% of students are working at an early on-grade or mid on-grade or above level. I-Ready- Fall 2022 Results - Math KY results show that 15% of students are working at an early on-grade or mid on-grade or above level. The National results show that 17% of students are working at an early on-grade or mid on-grade or above level. HES (Grade 1-5) results show that 17% of students are working at an early on-grade or mid on-grade or above level. In regards to Quality of School Climate and Safety, HES scored at 76.0, which placed us in the Yellow category, and only 1.0 away from Green. Overall, HES scored at 71.1 and placed us in the Green category as a school. Our combined student climate survey result was 79.8 and our overall Safety score was 72.1. 97.0% of students feel HES is a caring place according to the 2022 Student Survey results. 93.0% of students feel if they have a problem there is an adult they can talk to. -93.0% of students feel if students are mean or hurtful that there is a safe place to report it. Since we haven't had another Impact Survey and according to the 2020 Impact survey 100% of staff feel the working environment at HES is positive and 100% believe that school leaders have the best interest of the school in mind.

According to the 2022 KSA data, Hodgenville Elementary Math had an overall index of 63.8, which is 8 index points higher than the state. Fourth grade math had an exceptional score with an index of 71.3, which was 15.8 above the state index of 55.5. KSA state data also revealed that Hodgenville Elementary Reading had an overall index of 71.0, which is 8.2 points higher than the state. Fifth grade reading had an index of 81.5, which was 18.2 points higher than the state index of 63.3. Hodgenville Elementary KSA writing scores showed an index of 85.2, which is 24.8 points higher than the state score of 60.4. Specifically, fifth grade on-demand writing was 31.5 points higher than the state with an index of 89 compared to the state index of 57.5. Science and Social Studies KSA scores were also higher than the state. Social Studies in particular was 23.1 points higher than the state score - HES social studies was 78.1, and the state was 55. Fall I-Ready universal screening data for Reading showed that for Grades 1-5, HES had 25% in Tier 3 compared to the state 33% and national 35%. Fall I-Ready universal screening data for Math showed that for Grades 1-5, HES had 22% in Tier 3 compared to the state 34% and the national 35%.

3rd Grade Reading scored 3rd grade 2.5 points below the state in 2022 - 14% of 2nd grade students, 36% of 3rd grade students, 29% of 4th grade students and 32% of 5th grade students are two grade levels behind in Reading according to the Fall 2022 I-Ready Universal Screener. - 11% of 2nd grade students, 29% of 3rd grade students, 29% of 4th grade students, and 28% 5th grade students are two grade levels behind Math according to the Fall 2022 I-Ready Universal Screener. On the 2021/2022 KSA- Quality of School Climate and Safety Survey HES dropped 14.8 % on the following question- Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school. 44% of students agreed or strongly agreed with this statement in 2021/2022; whereas in 2020/2021 58.8% agreed or strongly agreed.

According to the 2023 KSA Data, the overall index was 68.3, which was down 1.4 points from last years data. Our Reading and Math combined score was 68.9, which was 6.2 points higher than the state average and 1.5 points higher than our school score compared to last years scores. Our Science, Social Studies, and Combined Writing status was 70.2, which was 8.5 points higher than the state average and 5.2 points lower than last years school scores. Our Quality of School Climate and Safety Status was 75.4, which was 1.4 points below the state average and 0.6 points lower compared to last years school index.

Areas of improvement that HES is striving for over the next 3 years include implementing character education/social emotional learning curriculum into all of our classrooms to help students with their growth in social emotional learning, which will directly impact school culture, climate, and increases in student achievement. We are also going to be striving to reduce novices and apprentice ratings in reading, math, science, social studies, and combined writing.

Additional Information

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

Staff at Hodgenville Elementary School strive to provide a positive environment that will nurture and promote social, physical, and intellectual growth in all students. In addition to academic growth, our staff has worked to build a positive culture by reviewing school wide expectations and implementing common procedures. We are striving to recognize and reward leadership and positive behavior in our building by having daily "shout outs" during morning announcements for students and classes who are being recognized by a teacher for outstanding accomplishments. We have assemblies in a normal year that brings our school family together so we can recognize and celebrate positive things that are going on in our building. As a school we strive to enhance our academic day through strong related arts classes and structured intentional RTI time that allows for individualized instruction for all students. We are focusing as a staff on identifying gaps that may exist in our instruction and bringing consistent focus to best teaching practice. We are continuing with Hawk of the Month this year. It is a program that recognizes students for showing good behavior around the school. Students are named Hawks Students of the Month. Winner's are announced at a school-wide assembly and take

a picture with the Hawk. It has been a very popular program with students, staff, parents, and in the community. Teachers have continually worked extremely hard to keep students from falling behind and compensating for learning loss as we are beginning to return to normal after the pandemic. Teachers have improved their technology expertise to an amazing extent in the last year and the students are reaping the rewards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2023-2024 HES Phase Two: School Assurances_09302023_20:39

2023-2024 Phase Two: School Assurances

Hodgenville Elementary School
Patrick Reed
33 Eagle Ln.
Hodgenville, Kentucky, 42748
United States of America

Table of Contents

<u>2023-24 Phase Two: School Assurances</u>	3
---	---

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2023-2024 HES Updated Phase One: School Safety
Report_09252023_21:58

2023-2024 Phase One: School Safety Report

Hodgenville Elementary School
Patrick Reed
33 Eagle Ln.
Hodgenville, Kentucky, 42748
United States of America

on 12/19/2023

Hodgenville Elementary School

Table of Contents

2023-2024 Phase One: School Safety Report	3
---	---

2023-2024 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes. July 17th, 2023

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes. August 7th, 2023 at 10:20 AM.

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

on 12/19/2023

Hodgenville Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------