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2023-2024 Phase Three: Comprehensive School Improvement Plan

Hodgenville Elementary School
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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

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<u>KCWP 3: Design and Deliver Assessment Literacy</u>
<u>KCWP 4: Review, Analyze and Apply Data Results</u>
<u>KCWP 5: Design, Align and Deliver Support</u>
<u>KCWP 6: Establish Learning Environment and Culture</u>

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

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

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

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

Requirements for Building an Improvement Plan
The required goals for elementary/middle schools include the following:

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

The required goals for high schools include the following:

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

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

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template</u>.

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

Attachment Name

📄 HES CSIP 23-24

Summarize the plan of action developed through your goal setting process.
   Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

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 state assessment results for reading and math for students in grades 3-5 from 67.4 in 2022 to 77.6 by May 2027 as measured by state-required assessments   Objective 1 Increase the state assessment results for reading and math for students in grades 3-5 from 67.4 in 2022 to 69.4 by May 2023 as measured by state-required assessments. This objective was not met with a combined indicator of 68.9 for 2023. Out of the 31 strategies/activities listed for this objective, 26 were implemented. Partial implementation was observed for 2 strategies/activities which were: PLC/Common Scoring - common scoring was not regularly used across all grade levels; Writing Across the curriculum - writing took place in many areas, but not school wide; Four strategies/activities were not implemented, and this included: ELA and Math Vertical Team meetings, Common Scoring, and Writing Prompts. This year, plans are being finalized and these areas will be addressed at the beginning of the second semester for implementation.

Goal 2: Increase the combined separate academic indicator for science, social studies, and writing for students in grades 3-5 from 82.0 in 2019 to 86.1 by May 2024 as measured by state-required assessments.

Objective 1 was to increase the combined separate academic indicator for students in grades 3-5 from 66.5 in 2021 to 76.3 by May 2022. This objective was not met, as the combined academic indicator was 75.4 for 2022. Out of the 11 strategies/activities listed for this objective, 10 were implemented. The strategy/activity that was partially implemented was writing across content areas. Again, writing was utilized in many areas, but not all. Implementation of writing across content areas will begin in January 2024.

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 66.6 in 2019 to 74.1 by May 2024 as measured by state-required assessments. Increase the

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combined proficiency indicator for reading and math students with disabilities in grades 3-5 from 43.8 in 2019 to 56.6 by May 2024 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 48.9 in 2021 to 57.3 by May 2022. This part of the objective was not met, as the combined indicator was 61.2 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 45.2 in 2021 to 49.0 by May 2024. This part of the objective was not met, as the combined indicator was 52.5 for this subgroup. All 11 strategies/activities were implemented for this objective. 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.

Goal 4: Increase the combined reading and math percentage of students who met annual typical growth in grades 3-5 from 52% in Spring 2019 to 63% by Spring 2024 as measured by I-Ready. The objective for this goal was to increase the combined reading and math percentage of students who met annual typical growth in grades 3-5 from 52% in Spring 2019 to 59% by Spring 2022 as measured by I-Ready. This objective was met with 3rd grade showing 67% meeting typical growth, 4th grade showing 68% meeting typical growth, and 5th grade showing 62% meeting typical growth. The 2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 HES Phase Two: The Needs Assessment for Schools_09102022_22:36 - Generated on 12/08/2022 Hodgenville Elementary School Page 6 of 12 average for grades 3-5 who have met annual typical growth is 65.7%, as measured by I-Ready, for 2021-22. With this percentage, students in grade 3-5 have already met the Goal, as well. Strategies/activities that were successfully implemented included: Gifted and Talented instruction, improved family communications regarding GT service plans, extension activities to support excelling students, and celebrating student growth and goal mastery.

Goal 5: Increase the percentage of kindergarten student's readiness skills from 41.8 in 2019 to 45.0 in 2021 as measured by the Brigance Assessment and improve the school learning cultures and environment to increase student success at all levels.

Objective 1 was to increase kindergarten readiness from 41.8 in 2019 to 45.0 in 2021 and to improve the school learning culture and environment. Kindergarten readiness for 2022 was 34% as measured by the Brigance, therefore that part of the objective was not met. The decrease in percentage could largely be due to Some of the strategies/ activities that were implemented in 2021-22 were: Brigance screening, FRC programs such as Wee Time/KHIC who sent home Grab and Go packets monthly (because they were unable to meet in person), summer school for incoming kindergarten students, Kindergarten Launch, and Kindergarten parent meetings. The FRC created Grab and Go packets for preschool students, but did not do so in collaboration with Preschool on College Street - that activity was partially implemented.

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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 new SEL curriculum (Lions Quest), SEL interventions, and small group counselor support. The staff participated in implicit bias training and diversity training and also analyzed their SEL screener data (PASS). Furthermore, the staff guided students through work ethic certification, career studies, and a middle school transition day for 5th graders. All 19 strategies/activities listed for this objective were implemented.

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 HES CSIP 23-24		•

Comprehensive School Improvement Plan (CSIP) – Hodgenville Elementary School 2023-2024

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

Novice Reduction- A priority focus at HES is novice reduction.

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

Raise Status Scores in the areas of Math, Reading, and Science

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

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

Novice Reduction - Focus Friday, PLC time to plan for differentiation in lesson to meet the needs of students, small group instruction
MTSS/RTI- Cont. to use data to make instructional decisions regarding needs of students
Raise Status Scores- SB9 Reading Literacy Plans, Science Curriculum adoption, LETRS training, constructive vertical and cross school PLCs

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.9	+1.5
State Assessment Results in science, social studies and writing	70.2	-5.2
English Learner Progress		
Quality of School Climate and Safety	75.4	-0.6
Postsecondary Readiness (high schools and districts only)	N/A	N/A

Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple 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 or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading & Mathematics

Goal 1: Increase the status for state assessment results for reading and math for students in grades 3-5 from 68.9 in 2023 to 80.0 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Measures of Success	Funding	Progress Monitoring Notes
Objective 1: Increase the status for state assessment results for reading and math for students in grades 3-5 from 68.9 in 2023 to 71.1 by May 2024 as measured by state-required assessments.	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Alignment** Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS will be the focus including updates for the revised ELA and Math standards this spring. Teachers will make note of needed changes during the year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions.	Curriculum Maps, CA's, plans; increase in student proficiency	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**ELA Vertical Team Meetings** K- 5 ELA teachers will participate in Vertical team meetings to discuss alignment of ELA curriculum, study research-based strategies and activities, and share ideas and concerns relating to the school ELA program.	Vertical Team meeting notes	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Math Vertical Team Meetings** K – 5 Math teachers will participate in vertical team meetings to discuss alignment of math curriculum, study mathematical strategies and activities, and share ideas and concerns relating to the Envisions math program.	Vertical Team meeting notes	No funding required	
	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: distance learning strategies, KCM, Envisions Math Program, best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science,	PD sign in sheets, walk through data	Title 1 – $2,500	

social studies, GRREC Systems Work, Moby Max, HMH Online Resources, LETRS, work related to Social Studies standards, resources, and testing requirements, Social Emotional Learning, etc.

Design and deliver assessment literacy analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning.	**PLC/Common Scoring** Grade level and/or content PLC meetings will be held to focus on the four PLC guiding questions. Intentional focus will be placed on scoring assessments as a team and analyzing results. PLC in action forms will be submitted to the principal weekly.	PLC meeting notes	No funding required
Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	**Timed Assessments** Assessments, which include multiple questions formats such as MC, short answer, drag and drop, and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina.	Lesson plans	No funding required
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 will continual professional learning and implementation of LETRS training.	Sign in sheets, completed observations	No funding required
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Math Professional Growth** Teachers will participate in facilitated professional learning experiences to study clusters of standards across grade spans. Study will include vertical alignment, conceptual understanding, and effective instructional strategies such as use of manipulatives. Professional growth will include follow up and supports (i.e. modeling, peer observation, resources, coaching, guided planning, etc.).	PD sign in Sheets	Title 1 - $2,000

Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Curriculum Alignment** Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the level of rigor required by standards. Departmental teachers will be given the opportunity to participate in cross school content-based PLCs.	Curriculum maps	No funding required
Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement.	**Student Engagement** Student engagement will be enhanced using Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc.	Walk through data, observation, PD sign in sheet, observation schedule	District Funds
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Lesson plans	No funding required
Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Extensions** Students who are excelling (as determined by test data and classroom performance) will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of above level readers, strategies for deeper analysis, differentiated instruction, and /or other resources such as I Ready instruction, Story works, Moby Max, and/or seminar/workshops, Envisions pick a project, Envisions 3 ACT Math, Raz Reading, Envisions -Knewton, etc...	Lesson plans, reports from computer-based programs	Title 1 -$29,617.32
Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction.	**Writing Prompts** The school writing team will create a calendar for on-demand writing prompts and writing pieces. Teachers will score collaboratively using rubrics aligned to Kentucky writing standards and use analysis to determine next steps for instruction.	Writing team meeting agenda, writing prompt dates, PLC notes.	

Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Organizers** Organizers (such as CUBES, RUN RACE, SPAT, and REDS, etc.) will be used for short answer, extended written response items, and on demand writing across the content areas and grade levels. Teachers will develop and implement strategies to model and scaffold learning for students.	Lesson plans, vertical team meeting minutes	No funding required
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Novice Reduction Strategies** All teachers will incorporate Novice Reduction Strategies into their instruction. (Strategies may include Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, Reading Plans and in-class intervention strategies). Students and staff will be participating in Focus Fridays in grades 3-5 that will be used to utilize data on present academic levels of students and to provide reinforcement of prior learning that was affected by the pandemic to assist students to reach current grade level academic readiness.	Lesson plans, classroom observations	No funding required
Design, align, deliver support processes such that school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school.	**Schedule Review** Master schedule will be reviewed with respect to opportunity and access for all students. Schedule will be set so that students are in the classroom for core reading and math instruction and that interventions are provided outside of core instruction time. Schedule will be double checked prior to the start of the school year and revised as needed during the school year.	Master schedule	No funding required
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Math Instruction** Math instruction, K-5, will focus on conceptual understanding and mathematical practices using researched-based practices such as problem-based learning, hands-on activities, math fact fluency, and on-going skills review. Teachers will incorporate instructional strategies from math trainings such as CBB, KCM, Envision Mathematics and Number Talks. Online programs such as I Ready Math Instruction, Moby Max, XtraMath, and Envision online tools will also be utilized.	Lesson plans, Walk through data, Online program reports	Title 1 - $24,200

	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Reading Instruction** Balanced literacy instruction K-5, will include the use of guided reading, interactive read-aloud, Big 8 comprehension strategies, questioning about and beyond the text, optimal learning model, computer programs, RTA +1 Collaborative Teaching Model, Senate Bill 9 Reading Plans and literature circles (upper grades). Progress in implementation and student results will be reviewed at least annually and revised as needed. HMH Reading Program, Secret Stories, Raz-Reading, and other support material as needed will be used in all K-5 classrooms.	Lesson plans, Walk through data, Online program reports	Title 1 - $23,600
	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, and common assessments, will be used to identify students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants.	Master schedule, RTI student placement lists,	ESS -$16859.08 Title 1 - $15,000 Read to Achieve grant $47,200
	Design and Deliver Instruction such that students have an understanding of learning expectations and know the criteria for success.	**Displaying Proficient Student Work** In order for students to understand what is required to earn at least a Proficient score, proficient student work from across the curriculum will be showcased in a variety of ways.	Student work displays	No funding required
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	**Tracking Student Performance** Teachers will track student performance on common assessments using Edulastic. Assessments and reports will be analyzed using the four Dufour's critical questions for a PLC meeting... What do we want all students to know and be able to do? How will we know if they learn it?	PLC minutes, Edulastic	District Funding -

	How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?		
Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Parent Nights/Online Supports** School staff will offer Reading and Math nights/online supports to help parents understand grade level standards and how they can help their child at home. Teachers will communicate reading plans and reading information to parents.	Sign in sheets, Flyers, planning meeting notes	Title 1 Parent Involvement $5300.00
Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Effective RTI practices** RTI progress monitoring forms will be used to track progress in Reading and Math. School RTI plans, procedures, and forms will be revised as needed to reflect new learning and to improve the RTI process.	RTI progress monitoring forms	No funding required
Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Ongoing Student Reading Data** Teachers will regularly assess student reading progress through the use of a variety of methods such as running records, anecdotal notes, individual conferencing, reader's notebooks, timed reading passages, common assessments, HMH Screener, Senate Bill 9 Reading Plans, Progress Monitoring in grades K-3, and/or Diagnostic Assessment, and online program reports (IReady, Moby Max,, Literacy Footprints,, etc.). Analysis of these assessments will be used to guide instruction.	Conferring notebooks, Data Binders, Running Records, Online Program reports	Title 1 - $29,617.32, District funds
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**RTI Team Meetings** Grade level teams will meet regularly to discuss individual student progress and next steps. Classroom teachers and Tier 2 and/or Tier 3 intervention teachers will attend meetings.	RTI meeting notes, student placement lists	No funding required
Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is	**Progress Monitoring** Student progress will be monitored regularly using RTI meetings, spreadsheets, I Ready reports, and/or other	RTI meeting notes, student placement lists	No funding required

collected, analyzed, and being used to drive classroom instruction.	formative assessments. Student groupings for intervention will be changed as needs are identified.		
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 24-25 school year.	Team and staff meeting agendas	No funding required
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	**Culture and Climate** School Culture and Climate will be supported through survey results and student management committee meetings. Areas investigated for change will include school wide procedures (hallways, restrooms, dismissals, café, etc.), celebrations for student goal achievements, assemblies, reward system for behavior and academic goals, as well as activities that promote a positive culture among staff.	Committee minutes, surveys, procedures implemented	No funding required
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	**Celebrating Student Success** Student achievements towards reaching goals in programs such as Moby Max, IReady, etc. will be celebrated. Celebrations may include but not limited to shout outs, posters, certificates, coupons, small prizes or treats, etc.	PLC minutes, student recognition displays or announcements.	School Picture Fund $100
Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	**Digital Date File** Individual student performance on IReady and KSA exams will be tracked using a digital data file. Teachers will meet to update and reflect on student performance and next steps after each assessment. The digital data file will note demographic information about students as well as assessment data.	Digital Data File, Iready scores, KPREP Scores	No Funding Required

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

Goal 2: Increase the status for state assessment results for science, social studies and writing for students in grades 3-5 from 70.2 in 2023 to 80.8 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Measures of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the state assessment results for science, social studies and writing for students in grades 3-5 from 70.2 to 72.3 by May 2024 as measured by state-required assessments.	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Social Studies Alignment** Curriculum maps, common assessments, units and lessons will be updated to reflect the revised KAS social studies standards. Professional learning will be provided to better understand the new standards: inquiry process, social studies literacy connection, source analysis, assessment blueprint, and possible resources such as the JCPS materials, TCI. Content will be aligned vertically with inquiry throughout, integration of literacy and "sourcing" documents. Released Pearson assessment materials will be used to inform classroom practice. Supplemental resources, such as magazines (Scholastic News, Time for Kids, Studies Weekly), picture books, maps, resources from surrounding counties, Teacher Created Materials, etc... for integration will be researched and possibly purchased.	Curriculum maps, WT data	District Funding	
	Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	**Timed Assessments** Assessments, which include multiple questions formats such as MC, short answer, drag and drop, and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina	Lesson plans	No funding required	
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Curriculum Alignment** Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the level of rigor required by standards. Departmental teachers will be given the opportunity to participate in cross school content-based PLCs.	Curriculum maps	No funding required	

Objective	Strategy	Evidence	Funding
Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Science/Social Studies Aligned Curriculum** Curriculum and resources will be aligned in primary grades to integrate science and social studies instruction with the HMH literacy program. Teachers will be given time to update maps and resources annually. Progress will be discussed in vertical and/or team meetings to identify strengths and areas for improvement. Supplemental resources for integration will be purchased. Intermediate grade levels are using resources that are aligned to standards.	Curriculum maps	No funding required
Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement.	**Student Engagement** Student engagement will be enhanced through the use of Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc.	Walk through data, observation, PD sign in sheet, observation schedule	District Funding
Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Lesson plans	No funding required
Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Previewing Common Assessments** During the school year, teachers will review assessments (in person or online) before beginning a unit of study. Questions will be measured against the standards to insure congruency. PLC time may be used for revisions.	PLC meeting notes	No funding required
Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Science Instruction** Programs such as but not limited to Mystery Science, Studies Weekly, TCI, Science Alive, Brain Pop, and Generation Genius will be used to provide and/or supplement science instruction. A science curriculum review committee is meeting to determine a new science curriculum to adopt.	TCT student work samples	Title 1 – $5000

Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	EDULASTIC Teachers will track student performance on common assessments using Edulastic. Assessments and reports will be analyzed using the four Dufour's critical questions for a PLC meeting.... What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?	PLC minutes, Edulastic Data	District Funding
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	School Professional Development- Professional Development based on staff needs will be provided. PD sessions may include but not limited to: Envisions Math Program, best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, GRREC Systems Work, Cognitive Engagement, Moby Max, Think Central, HMH Online Resources, work related to Social Studies standards, resources and testing requirements, Teacher Created Resources – Social Studies Content, Moby Max, Edulastic, Social Emotional Learning, etc.	PD sign in sheets, walk through data	Title 1 - $2,800
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	Master Schedule Review The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system.	Strategic master schedule; increase in student proficiency	No funding required

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 status for students who qualify for free and reduced lunches in grades 3-5 from 61.5 in 2023 to 75.3 by May 2028 as measured by state-required assessments. Increase the overall status for students with disabilities in grades 3-5 from 47.4 in 2023 to 66.3 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Measures of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the overall score for students who qualify for free and reduced lunches in grades 3-5 from 61.5 in 2023 to 64.4 by May 2024 as measured by state-required assessments. Increase the overall score for students with disabilities in grades 3-5 from 47.4 in 2023 to 51.2 by May 2024 as measured by state-required assessments.	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Novice Reduction Strategies** All teachers will incorporate Novice Reduction Strategies into their instruction. (Strategies such as Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, special education strategies, intervention strategies, and in-class intervention strategies)	Classroom observations, lesson plans, improved student assessment results	No funding required	
	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, SNAP, and common assessments will be used to identify students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants.	Master schedule, RTI student placement lists	ESS -$16838.08 Title 1 - $15,000 Read to Achieve grant $47,200	
	Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Master Schedule Review** The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system.	Strategic master schedule; increase in student proficiency	No funding required	

Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Novice Reduction Strategies** All teachers will incorporate Novice Reduction Strategies into their instruction. (Strategies may include Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies)	Classroom observations, lesson plans, improved student assessment results	No funding required
Design, Align, and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Inclusion** All special education students will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure all students have access to a rigorous curriculum that is congruent to the Kentucky Core Academic Standards.	Master schedule, WT data, IEP minutes in co-taught setting	No funding required
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Professional Learning – Special Education Population** Regular education staff will be trained in effective strategies for supporting the learning needs of low-incidence and autistic students in collaboration with special education staff in an inclusive classroom setting.	PD Schedule	No funding required
Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	**Progress Monitoring** Student progress will be monitored regularly through the use of RTI meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified.	RTI progress monitoring data, meeting minutes, RTI student placement lists	No funding required
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are	**Co-Teaching visit/observation** Master schedule will be set to allow for co-teaching model (placement of students and staff). Professional growth opportunities, such as but not limited to study	Master schedule, lesson plans	No funding required

taking place to meet the needs of all students.	groups and peer observations, will be provided as needed.		
Review, Analyze, and Apply Data Results such that a system is in place to ensure that students data is collected, analyzed, and being used to drive classroom instruction.	**Progress Monitoring – Special Ed** Special Education teachers and administrators will participate in training for writing IEP goals, writing IEP objectives, strategies and structures for monitoring student progress and communicating results of progress monitoring using KDE guidance and GRREC resources. Orientation will be provided on the new goal monitoring tool in Infinite Campus and virtual progress monitoring resources from KDE.	IEPs	District Funding
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Effective Use of Resources** Classroom Practices and school resources (i.e. personnel, materials, and programs) used to meet the needs of special education students will be reviewed to ensure maximum and effective usage.	Master schedule	No funding required
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**IEP review** IEPs will be reviewed to ensure the IEP modifications and accommodations match student needs.	IEPs	No funding required
Design, Align, Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Communication** Special Education teachers and regular education teachers will meet regularly to discuss student progress with respect to IEP goals including but not limited to grades, common assessment results, I Ready data, and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed.	Increase in student success	No funding required
Establish learning culture & environment to bridge student culture with school and classroom cultures.	**Diversity Training** Staff will complete diversity training provided in the Safe Schools platform with follow-up as needed.	Increased achievement for all students	$0

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	Measures of Success	Funding	Progress Monitoring Date & Notes
Measurable Obj: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. *(Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)*	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**EL Instructional Supports** Resources will be provided to support the instructional needs of English Learners such as bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full-time instructional assistant, shared between all schools in the district, will provide additional targeted support for newcomers and English learners with the greatest needs as determined by WIDA ACCESS and W-APT results. Rosetta Stone and Into reading EL documents and books. Math series will read questions in spanish	IA schedule, parent communication log	District Funding	
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**English Language Learners** Staff will be trained in understanding and implementation of specific strategies and supports for academic success for Hispanic/English as Second Language learners at various levels of English Language proficiency, such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instructional and intentional instructional strategies such for vocabulary development.	PD sign in sheets	District Funding	
	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	Log, increase in student success in both content and English Proficiency	No funding required	

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.

5: Quality of School Climate and Safety

Goal 5: Increase the status for quality of school climate and safety for students in grades 3-5 from 75.4 in 2023 to 84.2 by May 2028 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 3-5 from 75.4 in 2023 to 77.2 by May 2024 as measured by state-required assessments.	Establishing Learning Culture and Environment to ensure diverse student voices are heard and feedback is utilized.	Creation and Implementation of Principal/Student Advisory Council	Meeting Agenda/Minutes/Notes	No Funding Required	
	Establishing Learning Culture and Environment to ensure social emotional needs of students are met.	Identify Tier 3 students based on PASS data and provide mentoring opportunities with adults and possibly older HES students.	Schedule of formative visits with students.	No Funding Required	
	Establishing Learning Culture and Environment to ensure student voice is heard and students have a deepened understanding of KSA School Climate and Safety Survey.	Homeroom, Related Arts teachers can discuss importance, relevance of School Climate and Safety Suvery on KSA testing.	Lesson Plans	No Funding Required	
	Establishing Learning Culture and Environment to meet social emotional needs of students and staff.	Library Media Specialist has initiated a program "Bucket Filler" based upon "Have You Filled a Bucket Today?" Students and staff are able to fill out a "Bucket Filler" slip to fellow students and colleagues.	AM/PM Announcements, Bucket Filler sheets "Bucket documentation	No Funding Required	

6. Transition readiness (optional)

Goal 6: Increase the percentage of kindergarten student's readiness skills from 37% in 2022 to 40% in 2023 as measured by the Brigance assessment and improve the school learning culture and environment to increase student success at all levels.

Objective	Strategy	Activities	Measures of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the percentage of kindergarten student's readiness skills from 37% in 2022 to 40% in 2023 as measured by the Brigance assessment and improve the school learning culture and environment to increase student success at all levels.	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	**K Screening** Kindergarten students will be given the Brigance Test during the required window and this information will be used to determine which students still need readiness skills in order to have early intervention activities.	Brigance results	No funding required	
	Design, Align, Deliver Support Processes by partnering with outside agencies.	**Brigance Communication** Following Brigance Testing, school staff will share findings with local childcare facilities. Information on how to prepare children for kindergarten will be offered.	Reports sent to childcare facilities	No funding required	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Wee Time** Toddlers and preschool students have the opportunity to participate in a program sponsored by the Family Resource Center. Wee Time fosters readiness skills.	Sign in sheets, activity plans	FRYSC - $200	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Kindergarten Expectations Parent Meeting** Parents who have students entering K the following year are invited to come to a pre-registration meeting to learn about the standards for Kindergarten as well as other expectations. Information that will be helpful in preparing the student for school will be provided.	Sign in Sheets, Agenda	No funding required	
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in	**Kindergarten Launch** Incoming Kindergarten students will be invited to attend a Kindergarten Launch day which helps acclimate students to the building and their classroom.	School calendar	Title I – Parent Involvement $2000	

Goal/Strategy	Activity	Evidence	Funding
order to address barriers to learning	FRYSC will offer support for needs related to the kindergarten launch.		
Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	**Backpack Meals** Based on parent request or teacher referral, backpack meals are sent home weekly with students who may need additional food in the home. The FRC coordinator picks up meals provided by Feeding America and distributes to students.	List of students in need of meals	No funding required
Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	**LCMS Transition Day** In May, 5th grade students will attend a Transition Day at LaRue County Middle School. Students will tour the school and attend an informational presentation.	calendar	No funding required
Establish Learning Culture and Environment to address the culture in the school and classrooms.	**Attendance Committee** Attendance Committee will meet regularly with DPP to go over attendance issues or upcoming changes related to attendance. Committee will work with the Family Resource Office as needed to help with student attendance issues.	Pictures, Rewards Day schedule, popcorn party	No Funding Required
Establish Learning Culture and Environment to address the culture in the school and classrooms.	**Hawk of the Month** Students exemplifying HAWK behavior will be recognized monthly. Each grade level will choose students for the HAWK of the Month Award. Recognition may include balloons, classroom visit from the Hawk, a certificate, picture posted in the cafeteria, etc.....	Pictures, Social Media Posts	Student Picture Funds - $200
Establish Learning Culture and Environment to address the culture in the school and classrooms.	**HAWK Store** Students will be offered the option of purchasing items from the Hawk store using their HAWK tickets earned for exemplary behaviors.	Schedule, pictures	Student Picture Funds - $1000
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**Positive Behavior Supports** With GRREC support, Tier 1 expectations will be fully implemented by all staff members. A Check In/Check Out intervention will be implemented with a small group of Tier 2 students. A school team will be trained in Tier 3 supports and will being staff training and	Lesson plans, support group roster	District Funding

Strategy	Activity	Measure/Evidence	Funding Source	Cost
	support after allowing time for Check In/Check out program implementation. The PBIS team, along with other committee members, will use the Student Risk Screening Scale completed by classroom teachers to identify students needing extra support and provide targeted help. Help may include but not limited to targeted lessons with counselor and/or individual behavior plans.			
Establish learning culture & environment to bridge student culture with school and classroom cultures.	**Diversity Training** Staff will complete diversity training provided in the Safe Schools platform with follow-up as needed.		Equity	$0
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**Social Emotional Cadre Leaders** One primary and one intermediate teacher will serve in the roles of Social Emotional Cadre Leaders for the building. SEL leaders will support teachers in understanding SEL needs and providing lessons/support for their students. Our FRYSC will also be included as a resource for Social Emotional Support for students.	Cadre meetings, staff meeting agendas	District Funding	
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**Building Positive Relationships** SEL cadre leaders will work with district SOS team to research the possibility of implementing a Sources of Strength program in grades 3-5.	Discussion notes	District Funding	
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**Small Group Support** Teacher identified students needing extra support with social emotional issues will be given the opportunity to participate in small group literature circles lead by the School Counselor. The group will meet weekly for small group counseling sessions. Family Resource goes into classrooms and reads Social Emotional Learning books weekly.	Meeting schedule	FRYSC - $500	
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**PASS** Teachers will administer two SEL surveys to students K-5. This will allow school to measure the overall social emotional state of students.	SEL Committee minutes, PLC minutes	District Funding	

Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students.	**SEL Interventions** SEL interventions will be taking place with the school counselor. For grades 3-5, the counselor will be using the PASS data to identify and track students' needs. The counselor will be hosting a lunch bunch to meet with students. For grades K-2, the counselor will be teaching whole group lessons on emotion regulation monthly.	RTI schedule, master schedule, SEL committee minutes	No Funding Required
Establish Learning culture and Environment to ensure everyone in their school operates under a unified definition of cultural responsiveness.	**Work Ethic Certification** Teachers will provide students essential workplace ethics instruction including adaptability, diligence, initiative, knowledge, reliability, remaining drug free and working well with others. Elementary students will complete two hours (kindergarten – second grade) or four hours (third-fifth grade) of community service by helping an agency, neighborhood, or an individual outside your home.	Community service logs, lesson plans	No Funding Required