



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09292023_10:08

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Oran P Lawler Elementary School

Alicia White

100 Charlie Crain Lane
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools 3

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.
Alicia White



2023-2024 Phase One: Executive Summary for Schools_08292023_12:21

2023-2024 Phase One: Executive Summary for Schools

Oran P Lawler Elementary School

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Leitchfield, Kentucky, 42754
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Table of Contents

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

Oran P. Lawler Elementary School was established in 1991 in Grayson County, Kentucky. It is located in Leitchfield, the county seat. It is a rural county with a population of a little over 26,000 people. Leitchfield has approximately 6,400 people with 84.1% being white and about 17.4% below poverty level. Lawler is a public Title I school serving grade PK-5. Currently, there are approximately 450 students enrolled at Lawler Elementary School. Our school consists of one preschool class. Kindergarten-5th grade all consist of 3 homeroom classes. Three interventionists serve the school in reading, writing, and math. Approximately 94% are White (not Hispanic), about 3% Hispanic or Latino, 3% two or more races, and less than 1% are classified as other race. We have about 24% of our population receiving Special Education services. Our Gifted and Talented population is 9.6%. About 62% of our students are free/reduced lunch. Some of the things that make our school unique is location, parent involvement events, and leadership responsibilities. Our school is located on the same campus as our county high school. This benefits us in a variety of ways, including: 1. Scheduled events (e.g. Unite to Read, Trick or Treating, Senior Walk, band, and choir performances) 2. Guest Speakers (e.g., County Sheriff, 4-H Extension Office, CHFS-Cabinet for Health and Family Services, Department of Fish and Wildlife). Our school takes pride in developing great leaders for our future. We thrive on producing students with life skills, such as leadership, goal-setting, organization, teamwork, communication, and a desire to grow in one's learning. Our district has adopted "Profile of a Graduate" program, which focuses on these skills. Last, but not least, are the number of events or ways we intentionally plan to involve our Lawler families. Events such as Grands with Grandparents, Lunch on the Lawn, and our annual Thanksgiving meal has a high participation rate. We plan learning nights such as Literacy Night, Math Night, and Science Night so parents can become familiar with skills students are learning in those content areas. Other ways we involve parents is through Site Base Decision-Making Council and Parent/Teacher Organization (PTO). Some of the challenges we face as a school: 1. Getting all students on grade-level in reading and math to meet proficiency targets. 2. Getting students of all learning levels, especially students with disabilities, to show adequate growth. 3. Differentiating to meet every child's needs (low and high-performing students). 4. Time to be able to teach to the depth of the KAS standards, collaborating with SPED co-teachers, collaborating with teachers in and out of one's grade level, and providing students with feedback that will enable them to be successful.

School Stakeholders

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

Lawler Elementary School's stakeholder groups include students, parents, community members, and staff. Students are engaged through opportunities such as our clubs, sports, and Sources of Strength (SEL) program. Parents are given the opportunity to be involved and engaged in the improvement planning process through our SBDM council, PTO program, volunteer program, and committee involvement. We consistently communicate through various channels, including social media platforms, email, phone, and in person. Each school faculty member is required to serve on at least one committee (Planning, Professional Development/Learning; Budget; Culture, Wellness, & Resources; Curriculum, Instruction, & Assessment). Our classified/support staff members are invited to join one of the committees, as well. All of these committees support decision making and improvement planning for our school.

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 development of Lawler Elementary's mission and values were the result of a collaborative effort consisting of stakeholders (teachers, administration, SBDM, students, and parents). Our school's mission is to "Lead the way every day. Anything is possible when we do what is right." By focusing on data-driven student achievement, growth, and closing achievement gaps between various groups (e.g. free/reduced lunch, special education), we will continue to build their knowledge and leadership skills so are successful as they move to higher levels of education.

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.

Writing in all grades has made a huge shift based on the success of the tools we have utilized in the upper grades. All grades are using RACE when answering short answer and extended response questions. All grade levels are using the 3.8 paragraph format when doing process writing. Students in the primary grades are showing great growth in their conceptual and abstract reasoning with math due to the implementation of research-based math programs and DOK lesson design. Areas of Improvement over the next 3 years: 1. Improving and maintaining student growth. 2. Improving MTSS/KSI instruction/growth 3. Closing achievement gaps for free-reduced lunch and special education students, while incorporating a new co-teaching initiative. The Mastery Connect benchmark assessment has been successful in helping us evaluate, design, and implement standards-based

instruction that promotes all DOK levels. We will continue to use this tool for benchmark assessment, along with new tools, such as Fast Bridge for diagnostics, screeners, and MTSS.

Additional Information

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

Lawler Elementary School provides students with opportunities to expand their educational day by offering extracurricular activities. Many student participate in sports and extracurricular activities, such as football, basketball, baseball, soccer, cheerleading, pageantry, hunting, and cross country. In addition, many students are members of clubs or teams, such as: Boy Scouts, Girl Scouts, competitive cheer squads, choir, band, and orchestra. We have some students in grades 3-5 who compete on our school academic team. Members of this team compete in quick recall, written assessments, and future problem solving. Our school has been very successful over the last few years. We continue to utilize Data Teams to strengthen instruction and increase academic proficiency. The process, which is based on formative assessments used to monitor students' growth on a particular standard, gives teachers the opportunity to look at the levels of KAS mastery (Kentucky Academic Standards). Data is used to group students according to their strengths and weaknesses. Then, teachers put instructional strategies into place to match student needs. During weekly data team PLCs, teachers evaluate the effectiveness of these instructional strategies to determine next steps.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09292023_10:07

2023-2024 Phase One: School Safety Report

Oran P Lawler Elementary School

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Leitchfield, Kentucky, 42754
United States of America

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: School Assurances_09292023_10:10

2023-2024 Phase Two: School Assurances

Oran P Lawler Elementary School

Alicia White

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Table of Contents

2023-24 Phase Two: School Assurances	3
Attachment Summary	14

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

ATTACHMENTS

Attachment Name



Title I Parent School Compact

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

ATTACHMENTS

Attachment Name



Title I Parent School Compact

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

ATTACHMENTS

Attachment Name



Title I Plan

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

ATTACHMENTS

Attachment Name



Title I Plan

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

ATTACHMENTS

Attachment Name



Title I Plan

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**ATTACHMENTS****Attachment Name**



Title I Plan

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**ATTACHMENTS****Attachment Name**



Title I Plan

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

ATTACHMENTS

Attachment Name



Title I Plan

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

ATTACHMENTS

Attachment Name



Title I Plan

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)
 Title I Parent School Compact		<ul style="list-style-type: none">• 4• 8
 Title I Plan		<ul style="list-style-type: none">• 16• 17• 18• 19• 20• 21• 22



2023-2024 Phase Two: The Needs Assessment for Schools_09292023_10:11

2023-2024 Phase Two: The Needs Assessment for Schools

Oran P Lawler Elementary School

Alicia White

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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	11

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.

The process used to determine the priorities from this year's needs assessment were as follows: We shared 2022-2023 KSA data with 3rd, 4th, and 5th grade teachers, showing them specific students and their achievement. We then shared achievement data with all grade levels and had them identify trends, discussing next steps. We reviewed a variety of data (screeners, diagnostics, benchmarks, and summative) during a data PLC, focusing on trends, possible student growth, instructional strategies, and classified "bubble" students. We shared KSA achievement and benchmark data results with SBDM Council and asked for their input. We reviewed and analyzed gap data with regular education teachers, special education teachers, and interventionists. Teachers in grades 3-5 shared KSA individual student results with their students, discussing achievement level, scale scores, and setting goals for improving achievement level. All teachers will share benchmark data with guardians and students. They will also set goals for improving benchmark achievement levels. PLC meetings, learning teams, SBDM committees,

and the SBDM Council meet on a monthly basis. Meetings are documented through agendas and minutes from each meeting.

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?

We will continue to compile, analyze, and track student growth data using benchmark results. We will analyze data to determine KSI and MTSS instructional groups and needs. Make instructional modifications based on immediate feedback gained from formative assessments through flexible small groups during KSI block and within Core. We will create a "Watch List" for students on the cusp of reaching the next proficiency level to provide intervention and MTSS. Students will utilize a variety of research-based programs for remediation and enrichment. We will utilize virtual platforms and ESS to address skill gaps, and specifically assign standards/skills to remediate and/or enrich students. We will issue common formative assessments bi-weekly via data teams to help prioritize instruction based on student needs. These assessments will track and monitor students' mastery of priority target standards in their respective grade level. This data will also help track students' engagement with a variety of DOK levels to ensure alignment to KAS and KSA. We also recognized the need for an effective co-teaching instructional schedule and common planning time. The implementation will provide students with access to multiple teachers, adult-led small group instruction, and specially designed instruction (SDI).

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.

Trends in KSA (Kentucky Summative Assessment):

- The Overall Weighted Performance rating remained green from 2021-2022 to 2022-2023, but did increase from 80.8 to 86.8.
- The Overall Weighted Reading/Math Performance remained blue, which is very high. It did decrease from 86.8 in 21-22 to 81.2 in 22-23.
- 3rd Grade Reading proficient/distinguished decreased from 69% to 55% from 21-22 to 22-23.
- 4th Grade Reading proficient/distinguished has remained at 68% for 2 years.

- 5th Grade Reading proficient/distinguished increased from 65% to 68% from 21-22 to 22-23.
- 3rd Grade Math proficient/distinguished decreased from 58% to 49% from 21-22 to 22-23.
- 4th Grade Math proficient/distinguished has remained at 70% for 2 years.
- 5th Grade Math proficient/distinguished increased from 58% to 75% from 21-22 to 22-23.
- Overall weighted science score went from 79.5 to 71 in 21-22 to 22-23. (blue to green)
- 53% of students scored proficient/distinguished on science in 21-22 compared to 46% proficient/distinguished in 22-23
- Overall weighted Social Studies score increased from 55.9 to 74.5 in one year, increasing from yellow to green. Proficient/distinguished increased from 40% to 58%.
- Overall Writing performance increased from 72.9 in 21-22 to 79.8 in 22-23.
- On-Demand writing increased from 44% proficient/distinguished in 21-22 to 58% proficient/distinguished in 22-23.
- Editing and Mechanics increased from 42% proficient/distinguished in 21-22 to 75% proficient/distinguished in 22-23.
- From 2021 to 2023, the school saw a 15% decrease in proficient/distinguished scores in reading among students with an IEP. (35% P/D to 20% P/D)
- From 2021-2023, the school saw an 8% increase in novice scores in reading among students with an IEP (35% novice to 43% novice).
- From 2021-2023, the school saw a 7% decrease in proficient/distinguished in reading among students that are economically disadvantaged. (64% to 57%)
- From 2021-2023, the school saw a 6% increase in proficient/distinguished in math among students that are economically disadvantaged (48% to 54%).

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.

Current Academic State 2022-2023: (KSA Data from KY School Report Card)

- Overall Weighted Performance Rating was a Green, which is High (80.8/125)
- Overall Weighted Reading/Math Performance was Blue, which is Very High (81.2/125)
- Reading Grade 3: 55% of students were Proficient/Distinguished (state average=47%)
- Reading Grade 4: 68% of students were Proficient/Distinguished (state average=47%)
- Reading Grade 5: 68% of students were Proficient/Distinguished (state average=48%)
- Math Grade 3: 49% of students were Proficient/Distinguished (state average=43%)
- Math Grade 4: 70% of students were Proficient/Distinguished (state average=43%)
- Math Grade 5: 75% of students were Proficient/Distinguished (state average=41%)
- Overall Weighted Science Performance was Green (71/125)
- Science Grade 4: 46% of students were Proficient/Distinguished (state average=35%)
- Overall Weighted Social Studies Performance was Green (74.5/125)
- Social Studies Grade 5: 58% of students were Proficient/Distinguished (state average=42%)
- Overall Weighted Writing Performance was Green (79.8/125)
- On-Demand Writing Grade 5: 58% of students were Proficient/Distinguished (state average=39%)
- Editing and Mechanics Grade 5: 75% of students were Proficient/Distinguished (state average=48%)

2022-2023 Gaps: SPED and Economically Disadvantaged

- There continues to be a gap with our special education students and students that are economically disadvantaged.
 - SPED:
 - In reading, 20% of students with IEP's scored proficient/distinguished; while 75% of students without an IEP scored proficient/distinguished.
 - 43% of students with an IEP scored a novice in reading. 7% of students without an IEP scored a novice in reading.

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- In math, 18% of students with IEP's scored proficient/distinguished; while 77% of students without an IEP scored proficient/distinguished.
 - 50% of students with an IEP scored a novice in math. 6% of students without an IEP scored a novice in math.
 - FRL/ECONOMICALLY DISADVANTAGED:
 - In reading, 57% of students that are economically disadvantaged scored a proficient/distinguished; while 69% of students that are not economically disadvantaged scored a proficient/distinguished in reading.
 - 19% of students that are economically disadvantaged scored a novice in reading. 10% of students that are not economically disadvantaged scored a novice in reading.
 - In math, 54% of students that are economically disadvantaged scored a proficient/distinguished; while 76% of students that are not economically disadvantaged scored a proficient/distinguished in math.
 - 24% of students that are economically disadvantaged scored a novice in math. 6% of students that are not economically disadvantaged scored a novice in math.

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.

For the current school year, our priorities and concerns are centered around all students gaining as much academic growth as possible. One of our focuses is our gap groups (SPED and FRL). Other areas of concern is 3rd grade math and reading, science, and overall reading proficiency. We would also like to improve on our Quality of School Climate and Safety Survey.

CONCERNS: (KSA data)

- 3rd grade reading 22-23: 14% novice, 31% apprentice, 31% proficient, 24% distinguished
- 3rd grade reading 21-22: 12% novice, 19% apprentice, 31% proficient, 37% distinguished
- 3rd grade math 22-23: 14% novice, 37% apprentice, 32% proficient, 17% distinguished

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- 3rd grade math 21-22: 25% novice, 16% apprentice, 45% proficient, 13% distinguished
 - 4th grade science 22-23: 13% novice, 41% apprentice, 35% proficient, 11% distinguished
 - 4th grade science 21-22: 6% novice, 40% apprentice, 40% proficient, 13% distinguished
 - Overall Reading Proficiency went from 68% in 21-22 to 63% in 22-23.
 - SPED:
 - In reading, 20% of students with IEP's scored proficient/distinguished; while 75% of students without an IEP scored proficient/distinguished.
 - 43% of students with an IEP scored a novice in reading. 7% of students without an IEP scored a novice in reading.
 - In math, 18% of students with IEP's scored proficient/distinguished; while 77% of students without an IEP scored proficient/distinguished.
 - 50% of students with an IEP scored a novice in math. 6% of students without an IEP scored a novice in math.
 - Overall, students with disabilities had a status as low, which is an indicator rating color of orange.

Economically Disadvantaged:

- In reading, 57% of students that are economically disadvantaged scored a proficient/distinguished; while 69% of students that are not economically disadvantaged scored a proficient/distinguished in reading.
- 19% of students that are economically disadvantaged scored a novice in reading. 10% of students that are not economically disadvantaged scored a novice in reading.
- In math, 54% of students that are economically disadvantaged scored a proficient/distinguished; while 76% of students that are not economically disadvantaged scored a proficient/distinguished in math.
- 24% of students that are economically disadvantaged scored a novice in math. 6% of students that are not economically disadvantaged scored a novice in math.
- The implementation of an effective co-teaching instructional schedule and common planning time will provide all students with access to multiple teachers, adult-led small group instruction, and specially designed instruction (SDI).

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.

Strengths: (KSA data)

- Overall Indicator Score was High: Green
- Reading and Math Indicator Score was maintained at Very High: Blue
- 3rd grade reading and math had 14% score novice, while the state average was 27% in both areas.
- 4th grade reading had 68% of students scoring proficient/distinguished. State average was 47%.
- 4th grade reading had 11% of students scoring novice. State average was 25%.
- 4th grade math had 70% of students scoring proficient/distinguished. State average was 43%.
- 4th grade math had 17% of students scoring novice. State average was 33%.
- 5th grade reading had 68% of students scoring proficient/distinguished. State average was 48%.
- 5th grade math had 75% of students scoring proficient/distinguished. State average was 41%.
- 5th grade math had 13% of students scoring novice. State average was 27%.
- 5th grade social studies had 59% of students scoring proficient/distinguished. State average was 42%.
- 5th grade editing and mechanics had 75% of students scoring proficient/distinguished. State average was 48%.
- 5th grade editing and mechanics only had 9% of students to score a novice. State average was 22%.
- On-Demand Writing only had 11% novice. State average was 18%.
- On-Demand Writing had 58% of students scoring proficient/distinguished. State average was 39%.
- Quality of School Climate and Safety Survey increased from medium status (yellow) to a green.

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.

ATTACHMENTS

Attachment Name



Lawler School Key Elements Template


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.

The KWCP document is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Lawler School Key Elements Template	KWCP Key Elements focus for 2023-2024	• 7



2023-2024 Phase Three: Comprehensive School Improvement Plan_09292023_10:12

2023-2024 Phase Three: Comprehensive School Improvement Plan

Oran P Lawler Elementary School

Alicia White

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Leitchfield, Kentucky, 42754
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Table of Contents

2023-24 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

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

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

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

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

ATTACHMENTS

Attachment Name



CSIP Goals

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.

We will continue our previous objectives and incorporate MTSS structures, along with co-teaching and Thoughtful Classroom strategies.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Goals	2023-2024 CSIP Goals	.

Comprehensive School Improvement Plan (CSIP)

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

1: State Assessment Results in reading and mathematics

Goal 1: By 2026-2027 school year, Lawler Elementary will increase the overall <u>reading</u> proficiency score from 63% to 71.6% and increase the overall <u>math</u> proficiency score from 65% to 66.7% on the Kentucky Summative Assessment (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024-2025 school year, Lawler Elementary will increase the overall reading proficiency score from 63% to 68.2%. Objective 2: By 2024-2025 school year, Lawler Elementary will increase the overall math proficiency score from 65% to 65.6%.	<ul style="list-style-type: none">Design and Deploy StandardsDesign and Deploy InstructionDesign and Deliver Assessment LiteracyReview, Analyze, and Apply DataDesign, Align, Deliver Support	1. Teachers will effectively implement the 5 Episodes of Teaching, in conjunction with the Gradual Release Model, to support content acquisition and differentiation.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; school calendar	Walkthroughs (admin, CC, certified): August-April; Weekly PLCs: August-April	No funding required
		2. Clearly defined MTSS school process to include screeners, diagnostics, documentation tools, data analysis, and flexible grouping.	Guidelines for MTSS referrals; MTSS schedule; MTSS PLCs; MTSS student data/graphs; benchmark assessment results; diagnostic screener results; lesson plans; school calendar	MTSS PLC meetings (admin, CC, & certified): August-April	ESS Title I
		3. Intentional PLC time devoted to data analysis, effective instructional strategies & resources, and adjustments (MTSS, data teams, co-teaching).	Weekly PLC meetings; data team planning and monitoring protocol; lesson plans; co-planning lesson plans; MTSS rosters & graphs; walkthrough data; observations; school calendar	Monthly RTI PLC meetings (admin, CC, & certified): August-April	No funding required
		4. Continue implementing research-based teaching and instructional strategies that lead to cognitive student engagement.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; benchmark assessment results; diagnostic screener results	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	Title I
		5. Ensure students understand learning targets, to include learning objective, relevancy, and success criteria.	lesson plans; walkthrough data; observations	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	No funding required
		6. Make instructional modifications based on immediate feedback gained from formative assessments (e.g. bell ringers, exit tickets, diagnostics, benchmarks, etc.) through flexible small and differentiated groups during KSI block and within Core.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; data team planning and monitoring protocol; walkthrough data; observations; ESS student lists, schedules, and pre & post test results; reading block plans	Admin, CC, & certified: August-April; benchmark assessment results; diagnostic screener results	ESS

2: State Assessment Results in science, social studies and writing

Goal 2: By 2026-2027 school year, Lawler Elementary will increase the overall writing proficiency score from 60% to 73.3 % on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall social studies proficiency score from 60% to 61% on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall science proficiency score from 48% to 52.8% on the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023-2024 school year, Lawler Elementary will increase the overall writing proficiency score from 60% to 70.2%.	<ul style="list-style-type: none"> Design and Deploy Standards Design and Deploy Instruction Design and Deliver Assessment Literacy Review, Analyze, and Apply Data Design, Align, Deliver Support 	1. Teachers will effectively implement the 5 Episodes of Teaching, in conjunction with the Gradual Release Model, to support content acquisition and differentiation.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; school calendar	Walkthroughs (admin, CC, certified): August-April; Weekly PLCs: August-April	No funding required
		2. Clearly defined MTSS school process to include screeners, diagnostics, documentation tools, data analysis, and flexible grouping.	Guidelines for MTSS referrals; MTSS schedule; MTSS PLCs; MTSS student data/graphs; benchmark assessment results; diagnostic screener results; lesson plans; school calendar	MTSS PLC meetings (admin, CC, & certified): August-April	ESS Title I
		3. Intentional PLC time devoted to data analysis, effective instructional strategies & resources, and adjustments (MTSS, data teams, co-teaching).	Weekly PLC meetings; data team planning and monitoring protocol; lesson plans; co-planning lesson plans; MTSS rosters & graphs; walkthrough data; observations; school calendar	Monthly RTI PLC meetings (admin, CC, & certified): August-April	No funding required
		4. Continue implementing research-based teaching and instructional strategies that lead to cognitive student engagement.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; benchmark assessment results; diagnostic screener results	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	Title I
		5. Ensure students understand learning targets, to include learning objective, relevancy, and success criteria.	lesson plans; walkthrough data; observations	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	No funding required
		6. Make instructional modifications based on immediate feedback gained from formative assessments (e.g. bell ringers, exit tickets, diagnostics, benchmarks, etc.) through flexible small and differentiated groups during KSI block and within Core.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; data team planning and monitoring protocol; walkthrough data; observations; ESS student lists, schedules, and pre & post test results; reading block plans	Admin, CC, & certified: August-April; benchmark assessment results; diagnostic screener results	ESS

Goal 2: By 2026-2027 school year, Lawler Elementary will increase the overall writing proficiency score from 60% to 73.3 % on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall social studies proficiency score from 60% to 61% on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall science proficiency score from 48% to 52.8% on the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2023-2024 school year, Lawler Elementary will increase the overall social studies proficiency score from 60% to 60.4%.	<ul style="list-style-type: none"> Design and Deploy Standards Design and Deploy Instruction Design and Deliver Assessment Literacy Review, Analyze, and Apply Data Design, Align, Deliver Support 	1. Teachers will effectively implement the 5 Episodes of Teaching, in conjunction with the Gradual Release Model, to support content acquisition and differentiation.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; school calendar	Walkthroughs (admin, CC, certified): August-April; Weekly PLCs: August-April	No funding required
		2. Clearly defined MTSS school process to include screeners, diagnostics, documentation tools, data analysis, and flexible grouping.	Guidelines for MTSS referrals; MTSS schedule; MTSS PLCs; MTSS student data/graphs; benchmark assessment results; diagnostic screener results; lesson plans; school calendar	MTSS PLC meetings (admin, CC, & certified): August-April	ESS Title I
		3. Intentional PLC time devoted to data analysis, effective instructional strategies & resources, and adjustments (MTSS, data teams, co-teaching).	Weekly PLC meetings; data team planning and monitoring protocol; lesson plans; co-planning lesson plans; MTSS rosters & graphs; walkthrough data; observations; school calendar	Monthly RTI PLC meetings (admin, CC, & certified): August-April	No funding required
		4. Continue implementing research-based teaching and instructional strategies that lead to cognitive student engagement.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; benchmark assessment results; diagnostic screener results	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	Title I
		5. Ensure students understand learning targets, to include learning objective, relevancy, and success criteria.	lesson plans; walkthrough data; observations	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	No funding required
		6. Make instructional modifications based on immediate feedback gained from formative assessments (e.g. bell ringers, exit tickets, diagnostics, benchmarks, etc.) through flexible small and differentiated groups during KSI block and within Core.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; data team planning and monitoring protocol; walkthrough data; observations; ESS student lists, schedules, and pre & post test results; reading block plans	Admin, CC, & certified: August-April; benchmark assessment results; diagnostic screener results	ESS

Goal 2: By 2026-2027 school year, Lawler Elementary will increase the overall writing proficiency score from 60% to 73.3 % on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall social studies proficiency score from 60% to 61% on the Kentucky Summative Assessment (KSA). By 2026-2027 school year, Lawler Elementary will increase the overall science proficiency score from 48% to 52.8% on the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By 2023-2024 school year, Lawler Elementary will increase the overall science proficiency score from 48% to 50%.	<ul style="list-style-type: none"> Design and Deploy Standards Design and Deploy Instruction Design and Deliver Assessment Literacy Review, Analyze, and Apply Data Design, Align, Deliver Support 	1. Teachers will effectively implement the 5 Episodes of Teaching, in conjunction with the Gradual Release Model, to support content acquisition and differentiation.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; school calendar	Walkthroughs (admin, CC, certified): August-April; Weekly PLCs: August-April	No funding required
		2. Clearly defined MTSS school process to include screeners, diagnostics, documentation tools, data analysis, and flexible grouping.	Guidelines for MTSS referrals; MTSS schedule; MTSS PLCs; MTSS student data/graphs; benchmark assessment results; diagnostic screener results; lesson plans; school calendar	MTSS PLC meetings (admin, CC, & certified): August-April	ESS Title I
		3. Intentional PLC time devoted to data analysis, effective instructional strategies & resources, and adjustments (MTSS, data teams, co-teaching).	Weekly PLC meetings; data team planning and monitoring protocol; lesson plans; co-planning lesson plans; MTSS rosters & graphs; walkthrough data; observations; school calendar	Monthly RTI PLC meetings (admin, CC, & certified): August-April	No funding required
		4. Continue implementing research-based teaching and instructional strategies that lead to cognitive student engagement.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; benchmark assessment results; diagnostic screener results	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	Title I
		5. Ensure students understand learning targets, to include learning objective, relevancy, and success criteria.	lesson plans; walkthrough data; observations	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	No funding required
		6. Make instructional modifications based on immediate feedback gained from formative assessments (e.g. bell ringers, exit tickets, diagnostics, benchmarks, etc.) through flexible small and differentiated groups during KSI block and within Core.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; data team planning and monitoring protocol; walkthrough data; observations; ESS student lists, schedules, and pre & post test results; reading block plans	Admin, CC, & certified: August-April; benchmark assessment results; diagnostic screener results	ESS

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2023-2024 school year, Lawler Elementary will increase the average reading proficiency score for Economically Disadvantaged (ED) students in Grades 3-5 on KSA from 57% to 63.3%.</p> <p>Objective 2: By 2023-2024 school year, Lawler Elementary will increase the average reading proficiency score for students with disabilities (IEPs) in Grades 3-5 on KSA from 20% to 40.4%.</p> <p>Objective 3: By 2023-2024 school year, Lawler Elementary will increase the average math proficiency score for Economically Disadvantaged (ED) students in Grades 3-5 on KSA from 54% to 54.3%.</p> <p>Objective 4: By 2023-2024 school year, Lawler Elementary will increase the average math proficiency score for students with disabilities (IEPs) in Grades 3-5 on KSA from 18% to 19.6%.</p>	<ul style="list-style-type: none"> Design and Deploy Standards Design and Deploy Instruction Design and Deliver Assessment Literacy Review, Analyze, and Apply Data Design, Align, Deliver Support 	1. Teachers will effectively implement the 5 Episodes of Teaching, in conjunction with the Gradual Release Model, to support content acquisition and differentiation.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; school calendar	Walkthroughs (admin, CC, certified): August-April; Weekly PLCs: August-April	No funding required
		2. Clearly defined MTSS school process to include screeners, diagnostics, documentation tools, data analysis, and flexible grouping.	Guidelines for MTSS referrals; MTSS schedule; MTSS PLCs; MTSS student data/graphs; benchmark assessment results; diagnostic screener results; lesson plans; school calendar	MTSS PLC meetings (admin, CC, & certified): August-April	ESS Title I
		3. Intentional PLC time devoted to data analysis, effective instructional strategies & resources, and adjustments (MTSS, data teams, co-teaching).	Weekly PLC meetings; data team planning and monitoring protocol; lesson plans; co-planning lesson plans; MTSS rosters & graphs; walkthrough data; observations; school calendar	Monthly RTI PLC meetings (admin, CC, & certified): August-April	No funding required
		4. Continue implementing research-based teaching and instructional strategies that lead to cognitive student engagement.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; benchmark assessment results; diagnostic screener results	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	Title I
		5. Ensure students understand learning targets, to include learning objective, relevancy, and success criteria.	lesson plans; walkthrough data; observations	Walkthroughs (admin & CC): August-April (admin.); Learning Teams (certified): August-April	No funding required
		6. Make instructional modifications based on immediate feedback gained from formative assessments (e.g. bell ringers, exit tickets, diagnostics, benchmarks, etc.) through flexible small and differentiated groups during KSI block and within Core.	Planning PLCs; lesson plans; co-planning lesson plans; walkthrough data; observations; data team planning and monitoring protocol; walkthrough data; observations; ESS student lists, schedules, and pre & post test results; reading block plans	Admin, CC, & certified: August-April; benchmark assessment results; diagnostic screener results	ESS

4: English Learner Progress

Goal 4 (State your English Learner goal): The ACCESS overall performance of all EL students will increase by 1 level by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The ACCESS overall performance of all EL students will increase by .33 levels by 2024.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none">• Counselors and the EL coordinator will analyze ACCESS and Model Assessment scores given to EL students.• Scores will be shared during the PSP meeting annually and with classroom teachers when they are received.	Program Service Plan (PSP)	Meeting notes or Agenda	No additional funding required
		<ul style="list-style-type: none">• Counselor, classroom teacher, and the EL coordinator will work together to determine the best support and accommodations needed for each individual EL student.• Supplemental programs and support are available for students that struggle with gaining English Proficiency or low scores.	Program Service Plan (PSP)	Infinite Campus Enrollment of EL students in IXL/Rosetta stone; EL support during RTI	\$700 federal funds

5: Quality of School Climate and Safety

Goal 5: By 2026-2027 school year, Lawler Elementary will increase the overall Climate Index Score from 78.7% to 82% and increase the overall Safety Index Score from 72.9% to 76%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023-2024 school year, Lawler Elementary will increase the <u>overall Climate Index Score</u> from 78.7% to 80%.	<ul style="list-style-type: none">Design, Align, Deliver SupportEstablishing Learning Culture and Environment	<ol style="list-style-type: none">Explicitly and purposefully teach expectations & routines across all classroom and school settings.Define, model, and practice each expectation. Use positive and negative examples so that students fully understand appropriate and inappropriate behavior and actions.Deliberate and explicit teaching of prosocial behavior, coping strategies, emotional regulation, and problem solving skillsUse data to monitor implementation, and screen for students who require more intensive support	PBIS/MTSS meetings, agendas, and data; lesson plans	Admin, CC, counselor, & certified: August-April	

Goal 5: By 2026-2027 school year, Lawler Elementary will increase the overall Climate Index Score from 78.7% to 82% and increase the overall Safety Index Score from 72.9% to 76%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2023-2024 school year, Lawler Elementary will increase the <u>overall Safety Index Score</u> from 72.9% to 74%.	<ul style="list-style-type: none"> Design, Align, Deliver Support Establishing Learning Culture and Environment 	<ol style="list-style-type: none"> Utilize a positive behavioral support system with an emphasis on prevention and early identification PBIS support team Procedures for teaching expectations at all levels: school-wide, classroom, and non-classroom setting Continuum for increasing appropriate behaviors Continuum for decreasing inappropriate behaviors Classroom management plans Procedures for ongoing data-based collection, monitoring, and evaluation Utilize screener for early identification of students who need social, emotional, and behavior intervention Utilize evidence-based practices for social, emotional, and behavior intervention 	PBIS/MTSS meeting agendas and data; lesson plans; Fastbridge/SEL; Sources of Strength; Studies Weekly: Well Being	Admin, CC, counselor, & certified: August-April	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					