2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09162025_17:50

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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White's Tower Elementary School

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2025-2026 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.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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

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• 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
Robyn Rolf

9/16/2025

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2025-2026 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?

White's Tower Elementary (WTE) is a Preschool - 5th grade school with a population of 693. We are one of 11 elementary schools in the Kenton County School District. WTE is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. WTE has approximately 75 employees including both certified and classified staff. We are proud to provide a family atmosphere to our students, staff and our students' families. WTE's student population is made up of 86% of students being Caucasian and 14% consisting of minority population. We are fortunate in the fact that we have a school-wide Title I program. Approximately 41% of out student population is free or reduced lunch status and we have an attendance rate of 95.57%. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child. WTE assigns every student an adult advocate to support, engage and empower the child to ensure their voices are heard. In collaboration with our district, WTE is 1:1 with technology at all grade levels. WTE has fully implemented our district wide Learning Management System including Schoology and Performance Matters, which grounds stakeholders in forward facing progress to make instructional decisions that are best for students and improve overall achievement. In the 2025-2026 school year, WTE adopted a new math curriculum K-5 and have been working collaboratively with the district to ensure the program is being implemented with fidelity and is aligned with Kentucky Academic Standards. Though team leaders, literacy leaders and on going job embedded professional development, teachers have the opportunity to work collaboratively to plan rigorous math instruction. WTE is in year three of adoption for thier ELA curriculum K-5 and have been continuing to work collaboratively with the district to ensure the program is being implemented with fidelity and is aligned with Kentucky Academic Standards. Though team leaders, literacy leaders and on going job embedded professional development, teachers have the opportunity to work collaboratively to plan rigorous both Math and ELA instruction. WTE is fortunate to have and extremely active and supportive Parent Teacher Association (PTA). Over the last several years, the PTA has raised money to purchase a digital marquee, new safety radios, a book vending machine, grade level funds for field trips as well as additional needs to support and assist students and teachers. WTE prides itself in supporting and fostering the district goal of 100% transition readiness. Transition readiness is a preschool- 5th grade endeavor. Students are recognized for attendance goals, assessment proficiency and have the opportunity to participate in an in-school club 4 times a year. Additionally, WTE offers many other extra curricular activities such as Academic Team, Archery, Running Club, Chorus, Basketball, Cheerleading, Yearbook, Student Leadership and STLP.

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School Stakeholders

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

White's Tower Elementary's (WTE) stakeholder group consists of our SBDM council, school staff, family and community members. Together, stakeholders share in the understanding of the school's mission and serve as a positive force to achieve outcomes for all students and sustain those outcomes overtime to ensure all students receive a world class education. Through collaborative efforts, stakeholders engage in data analysis to identify areas of needed improvement or growth as well as celebrating milestones. WTE's SBDM Council analyzes data monthly. This data, as well as triangulated data (trend data) for Common Assessments , Kentucky Summative Assessment (KSA), formative assessments, screeners, diagnostic assessments, social emotional behavior data and attendance data guide the action steps and strategies is the school action plan. School staff is working diligently with families and community partners to ensure every student leaves each grade level being Transition Ready. Some examples of the collaboration are as follows: Parent Literacy Nights provide opportunities for school staff to collaborate with families to develop stakeholder understanding of best practices in literacy and math and provide an opportunity for staff to equip families with the tools they need to support learning at home. WTE fosters relationships with community partners to bridge the connection between school, home and community though activities with groups like Kenton County Library, Dominic's Taekwondo, Girl Scouts/Boy Scouts of America, St. Elizabeth Hospital and the Cooperative Extension Services. The active PTA is dedicated to fundraising to improve student achievement, student attendance, student celebrations and the well being of all students. Monthly newsletters, weekly updates and monthly at home literacy and math connections include strategies and best practice to ensure all students are Transition Ready at each grade level including attendance strategies, extracurricular activities and best instructional practices to improve literacy and numeracy achievement.

School's Purpose

Provide the school's purpose statement and supplementary 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 mission statement of White's Tower Elementary (WTE) is: "To know, to celebrate, to love, to inspire every student to succeed." Last reviewed by the SBDM council in September 2025, the members unanimously agreed that this mission effectively supports WTE's purpose, as stakeholders actively embody it in numerous ways. We believe in shared decision making with stakeholders, which is accomplished though our SBDM council and PTA, lead teachers inclusive of representation from each grade level and department. Lead teachers meet twice a month to engage in meaningful and purposeful collaborative discussions centered around student data

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driven from our school action plan. WTE has strong systems and structures in place that hold all stakeholders accountable to ensuring all students are transition ready though a comprehensive MTSS process. WTE follows the instructional priorities of the district. WTE makes it a priority to provide effective instruction at all tiers though rigorous standards based instruction that generates regular checks for learning from all students (Tier 1) and the fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education). Additionally, WTE uses Effective Professional Learning Communities (PLC's) weekly. PLC meetings allow for the use of data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps. Every eight weeks, progress checks take place to determine student progress in Tier II and Tier III and identify necessary next steps. WTE has strong relationships with our families and community and recognize that family and community engagement are crucial to school improvement needs. WTE works closely with our PTA and community partners to provide a variety of opportunities to deepen relationships with families and the community. Some of these events include PTA Family Dances, PBIS/Curriculum Night, Literacy and Math Nights, STEM Night, Breakfast with my Bearcat, PE with my Person, PTA Dances, PTA meetings and a back to school Ready-feast where families come in and meet their child's teacher and have access to resources to start the year. WTE wants each and every student to perform at his/her highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming transition ready. As a school, we utilize Positive Behavior Intervention and Supports (PBIS) to reinforce students' positive behavior choices though our 3B's (Be Respectful, Be Responsible and Be Safe) and hold bi-monthly Towerbrations where classes and individuals are recognized for following 3B behavior.

Notable Achievements
Describe the school's notable achievements in the last three years.

White's Tower Elementary (WTE) is committed to ensuring all students attend school daily, are Transition Ready, and receive a world-class education. WTE emphasizes maintaining a positive culture and growth mindset to meet the learning needs of every student.

During the 24-25 school year, WTE set a goal to sustain a 74.1% proficient/ distinguished score schoolwide in reading, based on Amplify Knowledge Unit Assessments and Reading Common Assessment data. By the end of the year, students achieved 74.6% proficiency on these assessments. In math, schoolwide Common Assessment data showed an 83% proficient/distinguished rate.

WTE also set a goal for Students With Disabilities (SWD) to sustain a 60% proficient/ distinguished score in reading on Amplify Knowledge Unit and Reading Common Assessments. At the end of the 23-24 school year, SWD proficiency was 56% in reading. For math, SWD scored 64% proficient/distinguished on Common Assessments during the 24-25 school year.

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Improvement is needed in reading and math proficiency for SWD. In 23-24, WTE earned an overall Green ranking on the Kentucky Summative Assessment (KSA), with 54% of students proficient or distinguished in reading and 62% proficient or distinguished in math. Among SWD, 15% scored proficient or distinguished in reading and 13% in math. Within the Free and Reduced Lunch population, 43% scored proficient or distinguished in reading and 35% in math.

Preliminary 24-25 KSA data shows that 54% of all students scored proficient or distinguished in reading, maintaining proficiency from the previous year. However, in math, proficiency declined by 8% to 54%. SWD proficiency in reading remained at 15%, and proficiency in math stayed at 13%, both decreases from 23-24. The Free and Reduced Lunch population maintained 43% proficiency in reading and 35% in math, with an 8% decline in math but a 5% increase in reading.

WTE has prioritized increasing proficiency in reading and math for SWD and Free and Reduced Lunch students. The school has a very low English Learner population. Fall 2025 MAP data shows a median percentile rank of 62 in math and 60 in reading for all students. Comparing growth from Fall 24 to Fall 25, math median percentile rank declined from 69 to 64, and reading decreased slightly from 67 to 64. WTE is dedicated to strengthening instruction at all levels and identifying skill deficits to provide additional interventions in reading and math.

KSA Math Trend Data for All Students:

- 2025: 54% proficient and distinguished
- 2024: 62% proficient and distinguished
- 2023: 61% proficient and distinguished
- 2022: 61% proficient and distinguished

KSA Reading Trend Data for All Students:

- 2025: 54% proficient and distinguished
- 2024: 54% proficient and distinguished
- 2023: 60% proficient and distinguished
- 2022: 64% proficient and distinguished

Spring MAP Math Median Percentile Trend Data for All Students:

- K: 67 (24-25), 70 (23-24), 80 (22-23), 70 (21-22)
- 1: 75 (24-25), 80 (23-24), 77 (22-23), 73 (21-22)
- 2: 69 (24-25), 59 (23-24), 64 (22-23), 59 (21-22)
- 3: 63 (24-25), 59 (23-24), 64 (22-23), 64 (21-22)
- 4: 51 (24-25), 60 (23-24), 49 (22-23), 52 (21-22)
- 5: 61 (24-25), 54 (23-24), 61 (22-23), 49 (21-22)

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Spring MAP Reading Median Percentile Trend Data for All Students:

- K: 75 (24-25), 64 (23-24), 75 (22-23), 73 (21-22)
- 1: 64 (24-25), 76 (23-24), 69 (22-23), 64 (21-22)
- 2: 72 (24-25), 60 (23-24), 90 (22-23), 57 (21-22)
- 3: 71 (24-25), 60 (23-24), 65 (22-23), 71 (21-22)
- 4: 61 (24-25), 61 (23-24), 63 (22-23), 58 (21-22)
- 5: 62 (24-25), 61 (23-24), 63 (22-23), 68 (21-22)

KSA Math Trend Data for Students with Disabilities:

- 2025: 13% proficient and distinguished
- 2024: 20% proficient and distinguished
- 2023: 25% proficient and distinguished
- 2022: 27% proficient and distinguished

KSA Reading Trend Data for Students with Disabilities:

- 2025: 15% proficient and distinguished
- 2024: 18% proficient and distinguished
- 2023: 25% proficient and distinguished
- 2022: 22% proficient and distinguished

Spring MAP Math Median Percentile Trend Data for Students with Disabilities:

- K: 70 (24-25), 58 (23-24), 54 (22-23), 73 (21-22)
- 1: 70 (24-25), 31 (23-24), 67 (22-23), 59 (21-22)
- 2: 27 (24-25), 20 (23-24), 38 (22-23), 41 (21-22)
- 3: 42 (24-25), 59 (23-24), 20 (22-23), 34 (21-22)
- 4: 18 (24-25), 7 (23-24), 34 (22-23), 12 (21-22)
- 5: 11 (24-25), 16 (23-24), 13 (22-23), 37 (21-22)

Spring MAP Reading Median Percentile Trend Data for Students with Disabilities:

- K: 44 (24-25), 67 (23-24), 61 (22-23), 57 (21-22)
- 1: 53 (24-25), 25 (23-24), 55 (22-23), 31 (21-22)
- 2: 34 (24-25), 12 (23-24), 42 (22-23), 57 (21-22)
- 3: 43 (24-25), 53 (23-24), 55 (22-23), 41 (21-22)
- 4: 20 (24-25), 11 (23-24), 41 (22-23), 32 (21-22)
- 5: 18 (24-25), 19 (23-24), 19 (22-23), 34 (21-22)

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Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.
White's Tower Elementary recognizes the urgent need to improve Tier 1 instruction across all classrooms. Current proficiency scores in reading and math consistently fall below the district average and rank toward the lower end within the district. Data also highlights the critical need to increase student output by ensuring all students regularly produce high-quality academic work.

Over the next three years, WTE is committed to raising proficiency by strengthening foundational Tier 1 instruction, refining data-driven decision-making, and implementing targeted interventions aligned with the MTSS framework. Specifically, the school aims to:

- Increase the percentage of all students scoring proficient (70% or better) on Reading Common Assessments to 79.68% by the end of the 2025-26 school year, a 5.08-point increase from 24-25.

- Raise proficiency on Desmos Unit Assessments in math to 86.4% by the end of 2025-26, a 3.4-point increase.

- Ensure 55.2% of all third graders meet or exceed expectations on the MAP oral reading fluency assessment by the end of the year.

To achieve these goals, WTE's School Action Plan includes:

- Leadership and Data-Driven Decision Making: Monthly instructional learning walks with feedback cycles focused on the Cycle of Quality Instruction and KCSD instructional priorities, including Amplify CKLA fidelity markers.

- Targeted Instruction: Use of common formative and district assessments to monitor student progress, adjust instruction, and provide professional development tailored to observed needs.

- Professional Learning: Ongoing job-embedded professional development focused on Tier 1 literacy and math instruction, integrating the Science of Reading framework and numeracy best practices.

- Family Engagement: Strengthening family capacity to support literacy and numeracy development at home through targeted events and communications.

- MTSS Implementation: Regular progress monitoring using Performance Matters, with data reviews every eight weeks to guide interventions across instructional tiers.

This systemic approach is designed to elevate achievement for all students, with particular emphasis on students with disabilities and those from Free and Reduced Lunch backgrounds, who currently demonstrate the greatest need for growth.

Additional Information

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

White's Tower Elementary teachers and staff take great pride in building relationships and getting to know each and every student and family. These positive relationships allow teachers and staff to get to know how students learn best and build trusting relationships with one another. WTE recognizes outstanding achievements of all students in the areas of literacy and math proficiency, student attendance, Transition Readiness and Bearcat Achievement.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report_09162025_18:12

2025-2026 Phase One: School Safety Report

White's Tower Elementary School
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2977 Harris Pike
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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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

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neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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.

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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 most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes

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9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

11. 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

12. 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 documentation maintained on file in the school office?

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

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

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14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)
16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

If the answer is "no", please explain in the comment box.
No--Elementary School

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

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18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

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2025-2026 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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2025-2026 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 they will address 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

The priorities for White's Tower Elementary's annual needs assessment are determined through a continuous, data-driven cycle involving key leadership and instructional teams. Individual student KSA data was reviewed in August and shared with staff. Teachers and administration then broke down this data to identify areas of strength and growth, putting strategies in place accordingly. Weekly, Professional Learning Communities (PLCs)—composed of grade-level teachers and administrators—analyze triangulated data, including common formative assessments, MAP Growth/Fluency, software data, and KSA results, using the Performance Matters LMS. This data is documented on a PLC Assessment Data Tracking sheet to identify missed standards, proficiency gaps, and immediate

instructional action steps. Every eight weeks, the MTSS Team (comprising general education, special education, counselors, the principal, and district RBTL staff) reviews intervention progress and refers students for academic or behavioral support, documenting their decisions via minutes and an MTSS dashboard. Crucially, the SBDM Council (principal, three teachers, and two parents) reviews attendance and behavior data monthly, and also reviews student achievement data (MAP, KSA) on a monthly rotation as it becomes available throughout the year. The culmination of the annual KSA data dig and the systemic review of these ongoing data streams allows the SBDM Council to formally identify, validate, and prioritize the most critical school needs, with all meetings documented through official minutes posted on the school website to ensure transparency.

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 will your results inform this year's plan?

White's Tower Elementary (WTE) set ambitious proficiency goals in last year's Comprehensive School Improvement Plan (CSIP) targeting Reading, Math, Science, Social Studies, and specific growth for Students with Disabilities (SWD) and English Learners (EL).

Successes and Challenges:

Reading:

- Goal: Increase proficiency from 60% in 2023 to 66.2% in 2024.
- Actual 2025 proficiency data shows a drop to approximately 54% overall (based on combined Grade 3 to 5 proficiency levels). Grade 3 reading proficiency at WTE is about 66% proficient or distinguished (40% proficient + 26% distinguished), Grade 4 shows about 42%, and Grade 5 about 54%. This indicates challenges in meeting reading growth targets, particularly at Grade 4.
- Average Reading Scores: WTE's overall reading scores are slightly higher than the state average at Grade 3 and 5 but slightly below at Grade 4.

Mathematics:

- Goal: Increase proficiency from 61% in 2023 to 67.2% in 2024.
- Actual 2025 data shows WTE's proficiency rates around 58% to 60% (Grade 3 proficient + distinguished = 58%, Grade 4 about 43%, Grade 5 about 61%). While not meeting the goal, some progress is evident, especially at Grade 5 where scores are higher than the state average.
- Average Math Scores: WTE's overall math scores are higher than the state average at all tested grades. Notably, the "Number and Operations - Fractions" category shows higher scores compared to state and district averages.

Science:

- Goal: Increase proficiency from 50% in 2023 to 54% in 2024.

- Actual 2025 data shows WTE's proficiency rates at 42% proficiency (Grade 4: 34% proficient + 8% distinguished), which remains below the 2023 baseline and district averages.
- Average Science Score: WTE scores are about the same as the state but slightly lower than the district average. This highlights ongoing challenges in science proficiency requiring continued focus and intervention refinement.

Social Studies:

- The 2024 CSIP objective was to increase reading proficiency from 53% in 2023 to 59.2% in 2024. This goal was not met; proficiency dropped to 47% in 2024, a 6% decrease from 2023.
- The 2025 assessment data shows further decline to approximately 42% proficiency at Grade 5 (23% proficient + 19% distinguished), below both the 2023 baseline and the 2024 result.
- Average Social Studies Score: WTE's scores are higher than the state and about the same as the district. The continued decline indicates the need for revised strategies and intensified instructional supports.

Students with Disabilities (SWD):

- Writing proficiency goal was to increase from 0% to 25%. WTE improved to 8%, falling short but showing progress.
- Reading proficiency for SWD dropped from 25% to 18%, signaling an area needing intensified support.

English Learners (EL):

- Goal to exit 50% of EL students from the program; actual exit rate was 16.6% (1 of 6 students exited).
- Continued focus on EL support needed.

Implementation Strategies:

WTE implemented strong structures aligned with best practices, including:

- Robust Multi-Tiered System of Supports (MTSS) at all tiers.
- Capacity-building for teachers with monthly instructional learning walks focusing on quality instruction cycles aligned to district priorities.
- Tier 2 and Tier 3 interventions targeting skill gaps.
- Priority on lesson planning aligned to Kentucky Academic Standards and district timelines, with weekly administrative feedback.
- Use of common formative assessments in ELA, Math, Science, and Social Studies with ongoing data analysis during weekly PLCs.
- Collaboration with special education and administration to review data weekly.
- Job-embedded professional learning focusing on literacy, math, and the Science of Reading shift.

- Regular professional development through PLCs, faculty meetings, book studies, and weekly communications.

How Results Will Inform This Year's Plan:

- The data shows the need to refine and intensify intervention strategies, especially in Reading, Science, Social Studies, and support for SWD and EL students.
- Continued focus on data-driven instruction and lesson planning will remain central.
- Strengthening MTSS and intervention fidelity to better close proficiency gaps.
- Increasing professional development tailored to identified areas of need.
- Leveraging the data dashboard to track ongoing progress and adjust practices in real time.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Math Proficiency:

- Overall math proficiency for all students at WTE has remained relatively steady, with a slight increase from 61% in 2023-24 to approximately 62% in 2024-25 based on Kentucky Summative Assessment data (combined proficient + distinguished across grades 3-5).
- However, math proficiency for Students with Disabilities (SWD) shows a concerning decline from 25% proficiency in 2023 to about 20% in 2024-25, indicating a need for targeted intervention for this subgroup.
- WTE's overall math scores are higher than the state average and about the same or slightly lower than district averages, with strengths noted in "Number and Operations – Fractions."

Reading Proficiency:

- Reading proficiency for all students decreased notably from 60% in 2023-24 to approximately 54% in 2024-25. This is reflected in grade-level data where Grade 3 shows about 66% proficient/distinguished, Grade 4 about 42%, and Grade 5 about 54%.
- Students with Disabilities experienced a drop from 25% proficiency in 2023 to 18% in 2024-25, marking reading as a critical area requiring intensified focus.
- Overall reading scores at WTE are about the same or slightly higher than the state average at Grades 3 and 5 but lower at Grade 4.

Science Proficiency:

- Science proficiency for all students at WTE has remianed about the same from 39% in 2023-24 to about 38% in 2024-25 (Grade 4 data: 34% proficient + 4% distinguished).
- Despite this, proficiency remains below district and state averages, and Students with Disabilities continue to have low proficiency rates.
- The school's overall science score is about the same as the state average but lower than the district average, indicating room for growth.

Social Studies Proficiency:

- Social Studies proficiency at WTE dropped from 53% in 2023-24 to 47% in 2024-25 as measured by proficient and distinguished percentages, continuing a downward trend after prior improvement.
- Grade 5 data shows approximately 42% proficiency (23% proficient + 19% distinguished).
- This decline signals a need for renewed instructional strategies and supports in social studies.

Quality School Climate Survey:

- 90% of students agree or strongly agree that their school is a caring place,
- 87% agree that teachers make them feel welcome in class,
- 90% say adults at school care about them,
- 89% feel there is an adult who listens to them,
- 88% can ask a teacher for help when needed, and
- 90% agree that teachers expect them to do their best.

Regarding safety and respect,

- 94% believe adults work hard to keep students safe,
- 88% feel safe in their classes,

Cultural and Behavioral Measures:

While detailed cultural and behavioral data were not included in the latest assessment report, monitoring these alongside academic trends will be crucial for comprehensive school improvement planning. Integrating social-emotional supports and culturally responsive practices may support improved academic outcomes.

Overall Trends:

- Declining reading proficiency across all students and especially for Students with Disabilities remains a clear priority area.
- Math proficiency for Students with Disabilities shows a concerning downward trend, despite overall steady performance in math for all students.

- Science and Social Studies show recent declines or stagnation after earlier progress, highlighting the need for focused instructional support and intervention.

- Continued data-driven monitoring coupled with strengthening Multi-Tiered Systems of Support (MTSS) and professional development will be essential to reverse these trends and accelerate student growth.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments

• Benchmark assessments

• Formative assessments

• Graduation rate

• Progress in achieving English language proficiency

• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.

• Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Current Academic State:

According to the 2024-25 Kentucky Summative Assessment (KSA) results, White's Tower Elementary (WTE) currently has:

- 62% of all students scoring proficient or distinguished in Math (e.g., Grade 3: 43% proficient + 15% distinguished; Grade 4: 35% + 8%; Grade 5: 42% + 19%).

- 54% proficiency in Reading overall (Grade 3: 40% + 26%; Grade 4: 30% + 12%; Grade 5: 34% + 20%).

- Approximately 38% proficiency in Science (Grade 4: 34% proficient + 4% distinguished).

- 47% proficiency in Social Studies (Grade 5: 23% proficient + 19% distinguished).

- 46% proficiency in Combined Writing (based on combined data including Editing & Mechanics and On-Demand Writing).

For Students with Disabilities (SWD), proficiency rates are significantly lower:

- 20% in Math
- 18% in Reading
- 23% in Science
- 8% in Social Studies
- 8% in Combined Writing

The Fall 2023 Brigance assessment indicates that 57% of kindergarten students were ready for Kindergarten, while 43% were ready with interventions.

Fall 2024 MAP Growth data shows median RTI percentiles in Math for grades 3 through 5 at 63, 64, and 64 respectively, matching district averages. In Reading, third graders scored at the district mean percentile of 67, but fourth and fifth graders scored below district averages at 58 and 59 respectively, compared to district means of 69 and 67.

English Learner (EL) progress from the Spring 2024 ACCESS assessment reveals that 67% of EL students made growth, and 20% exited the program.

District common assessment data further reflect these trends:

- Math common assessment running average for WTE was 71.61% in 2024-25, showing strong overall math performance aligned with KSA results.
- Reading common assessment running average was 57.78% in 2024-25, indicating some decline consistent with KSA reading proficiency.
- Science and Social Studies common assessments show averages around 39% and 42-47% respectively, highlighting areas needing instructional focus.

4th and 5th Grade Transiiton Readiness Data

WTE measures student transition readiness in the 4th and 5th grade. TO be transiiton ready, students must have 55% or higher on Reading MAP OR score Proficient or Distinguished on Reading KSA. Have a GPA 2.8 or above OR be Math Pre/Prep Plus ELA Prep/Prep, be Plus, be passing reading and math, have an attendance rate 90% or higher and participate in an extracurriculer activity.

- 4th Grade: 55.45% of students transition ready.
- 5th Grade: 64.41% of students transition ready.

3rd Grade Reading Proficicney:

Students in 3rd grade take the MAP reading fluency assessment to measure reading on gade level. At the end of 24/25 school year, 55.2% of all third grade students met or exceed expectations on the MAP oral reading fluency.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:
• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:
• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Current Climate and Culture:

For the 2023-2024 school year, White's Tower Elementary (WTE) maintained a strong attendance rate of 95.25%, just below the school goal of 96.25%. In the 2024-25 school year, attendance improved slightly to 95.57%, reflecting consistent student engagement and presence. Behavior data for the 2024-25 year shows a total of 205 referrals involving 41 students, providing key information for targeted behavior interventions and supports.

Staff stability remains a significant strength at WTE, with 100% teacher retention last year. All open positions were due solely to retirements, underscoring a positive work environment and strong staff commitment. This stability supports continuity in instruction and school culture.

According to the 2024 Quality School Climate Survey at White's Tower Elementary, students report a strong sense of support and respect within the school community. Specifically,

- 90% of students agree or strongly agree that their school is a caring place,
- 87% agree that teachers make them feel welcome in class,
- 90% say adults at school care about them,
- 89% feel there is an adult who listens to them,
- 88% can ask a teacher for help when needed, and
- 90% agree that teachers expect them to do their best.

Regarding safety and respect,

- 94% believe adults work hard to keep students safe,

- 88% feel safe in their classes,

The survey also shows that students feel supported in addressing negative behaviors, with 91% agreeing they are taught how to stop mean or hurtful behavior and 97% confident that adults will act if such behavior is reported.

The 2023-2024 Staff Impact Survey highlights positive staff perceptions with 79% expressing optimism about the school's future and 79% affirming effective communication of important information—an improvement of 3 percentage points since 2021-2022. Furthermore, 63% of staff feel they have access to meaningful professional development opportunities related to their content area, supporting ongoing growth and instructional effectiveness.

WTE has an Attendance Plan for the 2025-26 school year, analyzing its alignment with goals for reducing chronic absenteeism. The plan, targeting an Average Daily Attendance of 96.25%, is built on a tiered system of interventions, escalating from weekly student recognition to mandatory parent/guardian meetings and home visits for six or more unexcused absences. Crucially, the analysis highlights WTE's prior year Chronic Absence Rate of 4.59%.

This is the updated paragraph, incorporating the essential component of Restorative Practices (RP) into your social-emotional support framework:

Commitment to Social-Emotional Wellness and Safety

Our school is deeply committed to supporting the social and emotional well-being of every student, recognizing that holistic development is crucial for academic success. This commitment is evidenced by the substantial number of students—26 in total—who currently benefit from school-based counseling services, receiving personalized support to navigate challenges ranging from personal stress to peer conflict. To proactively shape a positive and inclusive culture, our staff receives continuous professional development: teachers are trained each trimester on Restorative Practices (RP), with implementation strategies further reinforced weekly through staff memos to promote the consistent use of RP. Furthermore, we maintain a stringent safety protocol through our dedicated School Behavior Threat Assessment Team. This specialized team is trained to respond promptly and effectively when a threat is made, following established procedures to quickly assess the level of risk, ensure the safety of all students and staff, and provide immediate, appropriate support to the student involved. This dual approach ensures both proactive mental health care and a rapid, professional response to critical behavioral issues.

Our school culture thrives on a strong family-school partnership, providing numerous opportunities for parents and guardians to be actively engaged in their child's educational journey. Throughout the year, we host engaging events designed to connect families with learning, such as Curriculum Night, which offers a deep dive into academic standards and expectations, and our popular "P.E. with My

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Person" event, which promotes wellness and bonding. Our commitment to literacy is reinforced through evenings like "Tales and Treats," making reading a fun, shared experience. Beyond these programmatic events, the PTA organizes regular activities that foster community spirit, while our formal schedule includes dedicated Parent-Teacher Conferences for individualized academic discussions. Finally, we proudly celebrate student success together during Awards Day celebrations, recognizing achievements and reinforcing the collective effort that makes our students successful.

Together, these data reflect a supportive, stable, and respectful school climate that fosters positive student and staff experiences, while also highlighting areas to continue strengthening behavior supports and engagement.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.
• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

- White's Tower Elementary has maintained steady proficiency in Math, with 62% of all students scoring proficient or distinguished on the Spring 2024 Kentucky Summative Assessment (KSA), a 1% increase from the previous year.

- The school has established strong math instructional systems aligned to Kentucky Academic Standards (KAS), including lessons with focused learning targets, formative assessments, and district common assessments that effectively measure student proficiency.

- For students not yet proficient in math, actionable steps are consistently identified and implemented to close learning gaps.

- In Reading, WTE adopted the high-quality instructional resource Amplify CKLA and implemented it with fidelity last year. This year, teachers are aligning the HQIR more closely to KAS and integrating KSA language within classroom instruction.

- Teachers have shifted from only using curriculum-based assessments to creating common formative assessments per unit, complemented by district common assessments administered three times annually.

- There is ongoing weekly data analysis of formative and common assessments to monitor student mastery and plan reteaching as needed.

- These structured systems in Math and Reading demonstrate the school's commitment to continuous instructional improvement and data-driven decision-making.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

- White's Tower Elementary has adopted high-quality instructional resources (HQIR) such as Amplify and Desmos for math.

- All general education and special education teachers receive comprehensive training in both reading and math HQIRs.

- The school emphasizes co-teaching in collaborative settings to maximize student support.

- Specialized designed instruction consistently uses HQIRs to improve outcomes for students with diverse learning needs.

- Intentional planning is supported with three dedicated lesson planning days for unit internalization for all teachers throughout the year.

- A schoolwide dedicated book study aligns writing instruction across grades K-5 to strengthen literacy practices.

- Community partnerships will be leveraged to provide additional resources and extended learning opportunities.

- White's Tower has a Reading Improvement Plan for all students who are in a reading intervention grades K-5. WTE meets with families four times a year to discuss student progress, how the student is being supported at school and how families can support at home.

These strengths and assets will be utilized to enhance instruction and close achievement gaps.

Evaluate the Teaching and Learning Environment
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 Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards
Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

    ◉ **No**

    o Yes

    COMMENTS

NA

    8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

    o No

    ◉ **Yes**

    COMMENTS

1. Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.
2. Desmos Learning walks are being implemented to support the shift to the Science of Reading in year two of our HQIR adoption.
3. CKLA Learning walks are being implemented to support the shift to the Science of Reading in year two of our HQIR adoption.
4. Multi-Tiered Support System (MTSS) is on place. MTSS progress is reviewed every eight weeks for students in Tiered interventions.
5. Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.

    8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

    ● **No**

    o Yes

COMMENTS

NA

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

1. Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.
2. Additional PLCs for job embedded professional development differentiated for grade level teachers or school wide depending on classroom walk feedback, assessment data and observations.
3. Special education accountability to student data analysis of IEP progress towards proficiency and mastery of grade level standards. Sped data digs and IEP progress data are used to determine students who need instructional changes.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

1. Performance Matters is the Learning Management System that tracks standards based mastery for all students across content areas as well as intervention data and MAP data.

2. School Special Education Dashboard tracks students making progress on IEP goals.

3. PLC Agendas and Minutes to track evidence discussed and next steps.

4. District Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students at White's Tower Elementary and network with other schools showing success.

8f. KCWP 6: Establish Learning Environment and Culture
Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

◈ **Yes**
COMMENTS

1. Attendance and academic achievement recognition throughout the year to track and improve transition readiness.
2. PBIS focused school.
3. All students have an adult advocate.
4. Student Climate Survey and Impact Survey Results are both evidence pf positive school culture.
5. Community Engagement and Partnerships with families and organizations.

Various extracurricular activities to assist with all students being engaged, well rounded students.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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White's Tower Elementary School
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2025-2026 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 (Every Student Succeeds Act) (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**
- o No
- o 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 (Code of Federal Regulations) 200.403 and 200.405.

- **Yes**
- o No
- o 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

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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**
- o No
- o 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**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No
- o 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**
- o No
- o N/A

COMMENTS

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7. The school provides parents of participating children in a targeted assistance program, 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**
o No
o 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**
o No
o N/A
COMMENTS

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

● **Yes**
o No

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o 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**
- o No
- o 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**
- o No
- o 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**
- o No
- o 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

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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**
- o No
- o 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**
- o No
- o N/A
COMMENTS

Title I Schoolwide Programs

15. In 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**
- o No
- o N/A
COMMENTS

16. In 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**
- o No
- o N/A
COMMENTS

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17. In 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**
o No
o N/A
COMMENTS

18. In 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**
o No
o N/A
COMMENTS

19. In 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**
o No
o N/A
COMMENTS

20. In 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

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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
o No
o N/A
COMMENTS

21. In 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
o No
o N/A
COMMENTS

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

o Yes
o No
o N/A

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COMMENTS

Title I Targeted Assistance School Programs

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

o Yes

o No

o N/A

COMMENTS

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

o Yes

o No

o N/A

COMMENTS

25. In 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.

o Yes

o No

o N/A

COMMENTS

26. In 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.

o Yes

o No

o N/A

COMMENTS

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27. In 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.

o Yes
o No
o N/A
COMMENTS

28. In 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.

o Yes
o No
o N/A
COMMENTS

29. In 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.

o Yes
o No
o N/A
COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide

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additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

o N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

o Yes

o No

o N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

o N/A

COMMENTS

33. If identified in the previous year 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.

o Yes

o No

o N/A

COMMENTS

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34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

o Yes

o No

o N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11122025_12:09

2025-2026 Phase Three: Comprehensive School Improvement Plan

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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White's Tower Elementary School

2025-2026 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

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developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WTE 2025 CSIP Goals		•

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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
    - 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: By 2026, White's Tower Elementary will increase reading proficiency from 55% in 2025 to 60% in 2026 as measured by the school report card proficiency data.

Objective 2: By 2026, White's Tower Elementary will increase math proficiency from 55% in 2025 to 60% in 2026 as measured by the school report card proficiency data.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
Objective 1:

-Continued refinement of Unit and Lesson Internalization for Amplify CKLA units of instruction in ELA to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off of student results on District ELA common assessments and CFAs.

-iXL MAP Paths aligned to student MAP growth scores.

- Weekly Data PLCs-Data is analyzed weekly in PLCs, tracking proficiency on all common formative assessments and district common assessments. Data can be drilled down to the specific teacher in each content area. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students a retaining their reading.

-Thinking Strategies professional learning for all staff with to increase rigor in classroom instruction.

-Boost CKLA Professional learning sessions for all reading teachers for standards alignment and intentional planning of the HQIR as well as initial CKLA professional learning for all special education teachers.

Objective 2:

-Year 1 of intentional implementation of Amplify Desmos with fidelity for Tier I instruction in Math for all grade levels. Monitoring of student data on Common Formative Assessments (CFAs) and Desmos assessments for adjusting instruction to ensure students needs are being met.

-iXL MAP Paths aligned to student MAP growth scores.

- Weekly Data PLCs-Data is analyzed weekly in PLCs, tracking proficiency on all common formative assessments and district common assessments. Data can be drilled down to the specific teacher in each content area. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students a retaining their reading.

-Thinking Strategies professional learning for all staff with to increase rigor in classroom instruction.

-Boost Desmos Professional learning sessions for all math teachers for standards alignment and intentional planning of the HQIR as well as initial Desmos professional learning for all special education teachers.

Progress Monitoring:
-Lesson Plan Checks

Instructional Walks Feedback

Weekly PLCs Memos

PLC Data Dashboard with Common Formative and Common Assessments.

Professional Learning Attendance

Funding:
2,000 from Title 1 for subs for lesson internalization

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: By 2030, White's Tower Elementary will increase Reading proficiency for all students from 55% in 2024 to 77.5% by 2030 as measured by the school report card. By 2030, White's Tower Elementary will increase Math proficiency for all students from 55% in 2024 to 77.5% by 2030 as measured by the School Report Card proficiency data.

Objective(s):

Objective 1: By 2026, White's Tower Elementary will increase reading proficiency from 55% in 2025 to 64% in 2026 as measured by the school report card proficiency data.

Objective 2: By 2026, White's Tower Elementary will increase math proficiency from 55% in 2025 to 64% in 2026 as measured by the school report card proficiency data.

Strategy:

Objective 1:

KCWP 4: Review, Analyze and Apply Data

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Objective 2:

KCWP 4: Review, Analyze and Apply Data

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Activities:

Objective 1:

. KCWP 4: Review, Analyze and Apply Data

-Weekly PLCS-PLC structures allow teachers to engage in data analysis to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

-Continued refinement of Unit and Lesson Internalization for Amplify CKLA units of instruction in ELA to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off student results on District ELA common assessments and CFAs.

- All staff are trained on the MTSS procedures and roadmap with a continued focus if implementing intervention programs with fidelity and following progression charts during progress checks and entry and exit criteria. Progress is reviewed every eight weeks. The MTSS team looks at the progress data and determines the Health of the Intervention and if any changes to what is being used in deficit areas needs to be adjusted.

-iXL MAP Paths aligned to student MAP growth scores.

KCWP 2: Design and Deliver Instruction

-Thinking strategies professional learning for all staff

-CKLA Boost professional learning for all ELA teachers.

-Continued refinement of Unit and Lesson Internalization for Amplify CKLA units of instruction in ELA to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off student results on District ELA common assessments and CFAs.

-Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.

KCWP 5: Design, Align and Deliver Support

-Bearcat Success Tickets to celebrate student achievement and reward students for a distinguished score on District ELA common assessments and CFAs.

- PLC Agendas and Minutes to track evidence discussed and next steps based on formative assessment data and common assessment data.

-Administration review of school level CFAs to ensure assessment questions hit the depth of the standard and vary in depth of knowledge.

- District/School Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students at White's Tower Elementary and network with other schools showing success.

Objective 2:

KCWP 4: Review, Analyze and Apply Data

-Weekly PLCS-PLC structures allow teachers to engage in data analysis to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

-Year 1 of intentional implementation of Amplify Desmos with fidelity for Tier I instruction in Math for all grade levels. Monitoring student data on Common Formative Assessments (CFAs) and Desmos assessments for adjusting instruction to ensure students' needs are met.

- All staff are trained on the MTSS procedures and roadmap with a continued focus if implementing intervention programs with fidelity and following progression charts during progress checks and entry and exit

criteria. Progress is reviewed every eight weeks. The MTSS team looks at the progress data and determines the Health of Intervention and if any changes to what is being used in deficit areas needs to be adjusted.

-iXL MAP Paths aligned to student MAP growth scores.

KCWP 2: Design and Deliver Instruction

-Thinking strategies professional learning for all staff

-Desmos Boost professional learning for all Math teachers.

- Unit and Lesson Internalization for Amplify Desmos units of instruction in Math to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off student results on school common assessments and CFAs.

-Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.

KCWP 5: Design, Align and Deliver Support

-Bearcat Success Tickets to celebrate student achievement and reward students for a distinguished score on school common assessments and CFAs.

- PLC Agendas and Minutes to track evidence discussed and next steps based on formative assessment data and common assessment data.

-Administration review of school level CFAs to ensure assessment questions hit the depth of the standard and vary in depth of knowledge.

- District/School Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students at White's Tower Elementary and network with other schools showing success.

Progress Monitoring:
Objective 1:

- Weekly PLC agendas

- MTSS Dashboard

-Performance Matters Intervention Data

-Health of Intervention Data

- WTE Instructional Walk Dashboard

-WTE Trend Data Dashboard

- WTE Lesson Plan Internalization Sessions/District Lesson Internalization Sessions

-Lesson Plan Feedback during instructional walks (documented on walk form)

-Thinking Strategies PD and Slides

- Weekly PLC agendas

-Name and Claim Dashboard

-PLC Assessment Dashboard

-iXL Data Review

-Bearcat Success Ticket Dashboard

Objective 2:

- Weekly PLC agendas

- MTSS Dashboard

-Performance Matters Intervention Data

-Health of Intervention Data

- WTE Instructional Walk Dashboard

-WTE Trend Data Dashboard

- WTE Lesson Plan Internalization Sessions/District Lesson Internalization Sessions

-Lesson Plan Feedback during instructional walks (documented on walk form)

-Thinking Strategies PD and Slides

- Weekly PLC agendas

-Name and Claim Dashboard

-PLC Assessment Dashboard

-iXL Data Review

-Bearcat Success Ticket Dashboard

Funding:
- $4,829.90 for iXL from Title 1

-$2,000 from Title 1 for subs for lesson internalization

-$1,000 from Title 1 for Boost PD Sessions for teachers who already have 24 hours of PD.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2030, White's Tower Elementary will increase Science proficiency for all students from 39% in 2025 to 69.5% by 2030 as measured by the school report card. By 2030, White's Tower Elementary will increase Social Studies proficiency for all students from 43% in 2025 to 71.5% by 2030 as measured by the School Report Card proficiency data. By 2030, White's Tower Elementary will increase Combined Writing proficiency for all students from 41% in 2025 to 70.5% by 2030 as measured by the School Report Card proficiency data.

Objective(s):

Objective 1: By 2026, White's Tower Elementary will increase Science proficiency for all students from 39% in 2025 to 51.2% by 2026 as measured by the school report card.

Objective 2: By 2026, White's Tower Elementary will increase Social Studies proficiency for all students from 43% in 2025 to 54.4% by 2026 as measured by the school report card.

Objective 3: By 2026, White's Tower Elementary will increase Combined Writing proficiency for all students from 39% in 2025 to 52.8% by 2026 as measured by the school report card.

Strategy:
KCWP 4: Review, Analyze and Apply Data

Activities:
Objective 1:

-Weekly PLCS-PLC structures allow teachers to engage in data analysis to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

-Unit and Lesson Internalization for Mystery Science Lessons and units of instruction in science to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off student results on district common assessments and CFAs.

-Administration review of school level CFAs to ensure assessment questions hit the depth of the standard and vary in depth of knowledge.

-Administration conducts at minimum of one learning walks per month for all science teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.

-Professional Learning for all staff on the thinking strategies to increase student thinking in science lessons.

Objective 2:

-Weekly PLCS-PLC structures allow teachers to engage in data analysis to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

-Unit and Lesson Internalization for TCM lessons and units of instruction in social studies to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off student results on district common assessments and CFAs.

-Administration review of school level CFAs to ensure assessment questions hit the depth of the standard and vary in depth of knowledge.

-Administration conducts at minimum of one learning walks per month for all social studies teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.

-Professional Learning for all staff on the thinking strategies to increase student thinking in social studies lessons.

Objective 3:

-Weekly PLCS-PLC structures allow teachers to engage in data analysis to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

-School Level writing expectations, on demand scrimmages and daily writing blocks for all K-5 classrooms.

-Book study of *The Writing Revolution* for all staff members and monthly staff meetings with professional learning around this book.

-Administration conducts at minimum of one learning walks per month for all writing teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.

Progress Monitoring:

Objective 1:

- Weekly PLC agendas

- WTE Instructional Walk Dashboard

-WTE Trend Data Dashboard

- WTE Lesson Plan Internalization Sessions/District Lesson Internalization Sessions

-Lesson Plan Feedback during instructional walks (documented on walk form)

-Thinking Strategies PD and Slides

- Weekly PLC agendas

-Name and Claim Dashboard

-PLC Assessment Dashboard

Objective 2:

- Weekly PLC agendas

- WTE Instructional Walk Dashboard

-WTE Trend Data Dashboard

- WTE Lesson Plan Internalization Sessions/District Lesson Internalization Sessions

-Lesson Plan Feedback during instructional walks (documented on walk form)

-Thinking Strategies PD and Slides

- Weekly PLC agendas

-Name and Claim Dashboard

-PLC Assessment Dashboard

Objective 3:

- Weekly PLC agendas

- WTE Instructional Walk Dashboard

-WTE Trend Data Dashboard

- WTE Lesson Plan Internalization Sessions/District Lesson Internalization Sessions

-Lesson Plan Feedback during instructional walks (documented on walk form)

-WTE Writing Guidelines

-Book Study guided notes, agendas and slides from professional learning on *The Writing Revolution.*

- Weekly PLC agendas

-Name and Claim Dashboard

-PLC Assessment Dashboard

Funding:

-$2,000 from Title 1 for subs for lesson internalization

-$1,500 for *The Writing Revolution* books for all staff members form Title 1.

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
By 2030, White's Tower Elementary will increase the percentage of students exiting English Learner program from 0% in 2025 to 60% in 2030.

Objective(s):
By 2026, White's Tower Elementary will increase the percentage of students exiting English Learner program from 0% in 2025 to 20% in 2026.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
-Professional learning for all staff on explicit instruction in content-specific vocabulary for EL students from the EL Scaffolding Kit.

-Professional learning for all staff on questioning techniques for EL students from the EL Scaffolding Kit.

- Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.

Progress Monitoring:
- Weekly PLC agendas

-Name and Claim Data

-PLC Dashboards

-Professional Learning for Staff on the EL Toolkit

Funding:
$0

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:
By 2030, White's Tower Elementary will increase the overall indicator score of the quality of school climate and safety from 80.1 in 2025 to 90.05 by 2030.

Objective(s):
By 2026, White's Tower Elementary will increase the overall indicator score of the quality of school climate and safety from 80.4 in 2024 to 84.08 by 2026.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
-Teachers lead Tier 1 Social Emotional Lessons weekly following the Second Step Curriculum.

-All students are assigned an adult advocate that provides social and emotional support throughout the school year. Advocates also work students on transition ready requirements in 4th and 5th grade and check points in K-3.

-Plan and host family engagement events such as literacy nights, SEB nights and math nights. Collaborate with PTA for non academic events such as dances.

-Host student award ceremonies for student celebrations such as MAP meeting MAP goals and proficiency on assessments.

-Bearcat Success Tickets to celebrate student achievement and reward students for a distinguished score on school common assessments and CFAs.

-Towerbrations to highlight the 3Bs (Be Safe, Be Respectful, Be Responsible), celebrate PBIS success and recognize students.

-Increased focus on cyber safety and cyber bullying through assemblies, Digital Citizenship lessons and Digital Citizenship Week.

-Class Paw Stickers and Individual Stickers to earn rewards for classes and students who are exhibiting 3B behavior.

Progress Monitoring:
-Lesson Plan Reviews

- Transition Ready Data Dashboard

Transition Ready Checklists

-Sign In Sheets

-Bearcat Success Dashboard

-Award Lists

-Towerbration Slides

Funding:
-$3000 for PBIS materials for Paw Parties, Sticker Store and Success Ticket Drawings.