



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09102025_18:25

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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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

- 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.

Mindy Coleman 9/10/2025



2025-2026 Phase One: Executive Summary for Schools_09102025_18:26

2025-2026 Phase One: Executive Summary for Schools

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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?

Kenton Elementary School is one of 11 Elementary schools in the Kenton County School District located in Independence, Kentucky. Kenton Elementary currently has an enrollment of 608 Preschool through Fifth Grade students. We have approximately 45 certified staff members and 16 classified support staff. There are 40% of students that qualify for free/reduced lunch, which makes Kenton eligible for the schoolwide Title I program. In addition, Kenton Elementary is part of the CEP program along with all other Kenton County School District schools. We are very excited to be able to provide free breakfast and lunch to all students. In collaboration with the Kenton County School District, all students K-5 are 1:1 with chrome books. Each classroom has a smart TV, which allows students and staff to actively engage in lessons. This will be the third school year that our staff will implement ELA lessons using our high quality instructional resource, CKLA. We will continue to work collaboratively with the school district to ensure that this program is being implemented with fidelity. As part of this support, Kenton Elementary has two literacy leaders that attend monthly district led meetings on implementation. The leaders bring information back to our literacy team to create professional learning sessions for all staff using this program. It is also the first year we are implementing the high quality instructional resource, Desmos Math. Staff attended professional development on implementation for this program before school started. Kenton Elementary staff will continue to work with district staff to provide professional development to support teachers in the implementation of this program throughout the school year. We are also introducing AI resources to our staff and students, for example, Magic School, to create lesson plans and activities in all subject areas. Our positive support program is based on the "CATS" expectations. These expectations are taught throughout the school year in all areas of the school building and the school bus. Students can earn rewards by following the "CATS" expectations (Commitment, Achievement, Teamwork, Self-Control). Students earn class rewards and individual rewards throughout the year for following the CATS expectations. All students participate in Tier I SEB lessons using Zones of Regulation. Along with Tier I support, students are assigned an adult advocate to further support the students' SEB needs. We implement restorative practices, such as restorative circles and conversations as another support for students' SEB needs. Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, energy wise team, chorus, intramural sports, academic team, garden club, STEM, archery and art club. We are continuing club days during the school day. This gives all students the opportunity to participate in clubs that may not be able to participate before or after school. We have a very active Parent Teacher Organization that works with school staff to plan family engagement programs throughout the year. These include a dance for 3-5 grade students, movie night for

PK-2 students. Many fundraisers such as the Fun run, which we hope to raise \$15,000.

School Stakeholders

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

We believe that each stakeholder play a key role at Kenton Elementary. We have a very active PTO, that meets monthly as a board and quarterly with families. The PTO plans activities and fundraising events throughout the year. Our staff plays a very important part in the success of students at Kenton. Each grade level has a team lead. The team lead facilitates weekly PLC (professional learning community) meetings. These meetings include analyzing student data by group and individual students. Teachers develop plans to help students reach their academic and SEB goals. Team leads also attend monthly meetings to discuss schoolwide initiatives and/or attend trainings to present to their grade levels. All students at Kenton have an adult advocate. This advocate is a person that students work with throughout the year to discuss academic and SEB needs. The advocate also helps each student feel a part of the school community. School staff also help at family events such as math night, literacy night and hold parent/teacher conferences. The SBDM council, which includes teachers and parents, meets monthly to discuss student initiatives. During the monthly meetings, the council discusses school policy, school budget and student data. Using this information, the council discusses initiatives to ensure student success. Our FRC plans events for all families to welcome them into school such as Veteran's Day program, All Pro Dads and parent café meetings. We ask parents to complete surveys each year on to get feedback on school initiatives for future planning.

The impact our school stake holders have a big impact on the success of our students in academics and social emotional well-being. Parent involvement at our schoolwide events allows parents to learn strategies we use at school when teaching different concepts that they can use at home when helping their child. Also, the attendance at these events help families feel more a part of our school communities. Finally, surveys that we send to school stakeholders on student need helps families that may not be able to come to family events or feel comfortable talking to school staff about needs voice their opinion.

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 vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive,

proactive environment in which students can reach their fullest academic and social potential and grow to become responsible productive members of society. All stakeholders at Kenton believe in our vision and strive to achieve it each day. Each stakeholder plays an important part to help make it come alive each day. In order to do this, the staff at Kenton Elementary provide both academic and social and emotional instruction. This includes providing differentiated lessons during core academic lessons that are aligned to the appropriate standards. Also, all students participate in reading and math RTI daily. During this time students remain in tier I instruction, unless data supports the need for extra support in a Tier II or Tier III intervention. During these interventions, teachers use research based programs that target students' specific skill deficit. Students are also provided SEB support.

The Tier I support social emotional learning curriculum used at Kenton is Zones of Regulation. Each week, teachers implement a lesson from this curriculum on Monday morning. Throughout the week, the concepts of the lessons are integrated throughout the school day. Students that need extra support in social emotional well-being are in a Tier II or Tier III intervention with the school counselor. The school counselor uses research based programs that are aligned to specific skills students are working on. The data to support intervention for academics and SEB are monitored closely. Each week, the core MTSS team meets to discuss student data. Every 6-8 weeks the core MTSS team meets with classroom teachers to determine if the level of intervention is appropriate for the students. After each meeting, the core MTSS team determines what interventions are the most successful for our students.

We also feel that parents are a huge part of their child's success. There are many opportunities for parents to be involved with their child's education. This includes, family literacy night, family math night, parent teacher conferences, volunteering at the school, participating in PTO.

This mission/Vision is reviewed by staff each year. There have been no revisions since 2019-2020. The mission is listed at the top of the staff hub document where all important documents are housed. It is listed there so that staff can be reminded of the mission on a regular basis.

Notable Achievements

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

Preliminary 2024-2025 math KSA data indicates that 70% of fourth grade students performed proficient/distinguished which is an increase from the 2023-2024 of 58% and 2022-2023 of 63%. Teachers will continue to use the process of internalizing lesson plans with school and district staff to create intention plans using the new high quality instruction resource, Desmos math, that include appropriate tasks that reach all areas of the standard. Also, our third grade was able to increase reading proficiency based on preliminary KSA data. In 2022-2023 62% of all students reached P/D, in 2023-2024 63% scored P/D and in 2024-2025 64% of students scored P/D. This is due to teachers working alongside district staff to implement the new CKLA curriculum. Teachers will continue to attend professional learning sessions at the school and district level to enhance implementation of this program

throughout the school year. Teachers will continue to analyze student assessment data on unit assessments throughout the school year to determine student mastery and plans for students that did not reach mastery. Writing has been a strength at Kenton Elementary for many years. Kenton Elementary has scored over the district average for the last three years for all students. In order to support the writing program, teachers will continue to use our high quality instructional resource, CKLA along with the Kenton Elementary writing procedures to create writing pieces that correlate with each unit of study. In order to make sure students are making progress throughout the year, a writing piece is due each month for analysis at PLC meetings. At these meetings teachers discuss the strengths and challenges of each piece and discuss instructional strategies that can be used to further strengthen student writing.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

During the 24-25 school year, we set a goal of 80% of all students scoring proficient/distinguished on reading and math common assessments. This goal was not met for reading or math. There were 75% of all students reaching proficiency on math common assessments and 68% on reading. Also, students with disabilities did not reach the goal of 60% proficiency during the 24-25 school year. 50% of students with disabilities reached proficiency in math and 42% in reading. The goal for all students on reading and math assessments remains 80% for the 25-26 school year. In order to support these goals the action steps below were created. These action steps will take place throughout the year, they will be monitored and adjusted as needed. The staff uses these assessments as benchmarks throughout the school year to determine student success on the spring KSA.

PLC: Lead by grade level Team leads, Facilitated by Administrator

- On-going analysis of triangulated student data - (formative and summative assessments, universal
- Teachers will follow an assessment calendar to determine what data will be discussed at PLC. Tea

Goal Setting:

- Teachers will meet with students to create goals on assessments (MAP, Reading Diagnostic, Comi
- Teachers will review goals with students before each assessment
- Teachers will celebrate students that met their goals after the assessment and remediate for stude

Targeted Instructional Walks

- Monthly instructional walks intentionally to provide feedback on the cycle of quality instruction in al
- Instructional walks will take place to focus on fidelity of Amplify Reading and Math.

- Staff will attend professional development sessions throughout the year at grade level meetings
- Individual support will be provided to teachers when needed according to instructional walk data
- Teachers will participate in name and claim activities after each universal assessment (MAP, I

Intentional Planning for all tiers of instruction.

- Administration will provide school wide and grade level specific feedback on weekly lesson plans.
- Teachers will have three planning days throughout the year to collaborate with their team to intentionally plan lessons
- Collaboration teams will meet bi-monthly to plan lessons for students with disabilities in the collaboration
- Training will be provided to teachers on planning lessons throughout the school year according to :
- Team leads will meet monthly to discuss data trends and determine professional development needs
- Teachers will participate in name and claim activities after each universal assessment (MAP, KSA, MAP Fluency)
- Teachers will participate in thinking strategy professional development at the beginning of the year
- Teachers will participate in training sessions for Amplify reading and math at the beginning of the year

MTSS/RTI/Transition Ready:

- Review of resources used for intervention will take place throughout the school year to determine effectiveness
- Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at monthly
- Teachers will create intentional standards based plans for RTI that will meet the needs of all students
- Collaboration between staff and the core MTSS team to identify and address support needs in both
- Monitor 4th and 5th grade students GPA throughout the year.
- Adult Advocates meet with students to create goals towards being transition ready.
- 5th Grade students that are not meeting transition ready criteria meet with middle school students
- Celebrate students that are meeting transition ready criteria throughout the school year.
- Professional Development sessions on MTSS procedures, implementation of Tier II programs, procedures
- The MTSS Core Team will improve communication and put out a monthly RTI update with important
- General Education Teachers will work with Reading intervention teacher to develop, review and re-evaluate
- RIPs for all students in a reading intervention in grades K-5.

Family Engagement:

- Literacy/Numeracy Nights include games and activities for families to play together to help strengthen skills.
- Monthly information sent in family newsletters on strategies guardians can use at home to support learning.

Additional Information

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

Safety is very important at Kenton Elementary. Along with providing safety throughout the school building, we strive to help students feel safe through social and emotional support. Kenton Elementary continues to use Zones of Regulation curriculum for Tier I instruction. Each student is provided this instruction through their adult advocate, their classroom teacher. Students that need extra SEB support work with the school counselor in tier II or Tier III groups to work on specific skill deficits. Our special area teachers meet with individual students to serve as an adult advocate each day as well. Our FRC works with students and families to reduce their barriers to learning. This includes providing basic needs to families, helping with attendance of students or providing support to families to help with their child's academic goals. We continuously communicate with families regarding safety protocols to ensure they are followed each day.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09102025_18:27

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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

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.

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 08/01/2025

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 08/07/2025

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

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.

N/A

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

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



2025-2026 Phase Two: The Needs Assessment for Schools_10032025_13:54

2025-2026 Phase Two: The Needs Assessment for Schools

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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.

Review:

Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas.

Analysis: Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency.

Applying Data Results: Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Documentation: Teachers complete a dashboard each week before PLC meetings with students data. The dashboard information includes the assessment, all student scores in categories of distinguished, proficient, apprentice and novice. Also, subgroup information (students with disabilities and EL students) are documented. Teachers record the standard missed the most on the assessment. At the PLC meeting the team discusses and documents remediation plans for the standards missed the most. Student data (academic, SEB) data are shared with staff in a weekly memo. Agendas from monthly grade level meetings and staff meetings indicate strategies discussed according to student data.

MTSS Data:

Review: Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor).

Analysis: This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data).

Applying Data: After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students.

Documentation: Student progress is documented on the MTSS dashboard. All progress check meeting notes are documented on an agenda that includes student progress, notes from the teacher, notes from the MTSS committee and decisions on student interventions.

Special Education Data:

Review: Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist to review student data to determine progress towards proficiency and progress towards meeting IEP goals.

Applying Data: The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is

used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Documentation: Each meeting has an agenda that includes student progress notes and initiatives discussed with the team regarding student data and special education procedures. Student data (academic, SEB) data are shared with staff in a weekly memo. Agendas from monthly grade level meetings and staff meetings indicate strategies discussed according to student data.

KSA/MAP data and Reading Diagnostic assessment results are analyzed after each testing period for teachers to analyze the data for all students subgroups of students and individual students in order to provide the proper instruction according to student scores. The scores for these assessments are also provided to the SBDM Council members after each round of testing. The council reviews the data and the strategies the staff will implement to help all students reach their goals. Monthly SBDM agendas reflect this discussion. KSA scores are made public to the community through individual student reports and school newsletter

Individual KSA data is shared with teachers after they are first released at our equivalency days before school starts. This data is used to triangulate data from fall and spring map, RI data and common assessment data from the previous year to determine the level of skills based instruction students will need during RTI time.

This includes students that need extra assistance to the students that need to be challenged. This is documented on our equivalency day agendas and RTI grouping sheets. KSA data is also included in our name and claim activity we complete as triangulated data to create plans for students. When data is released to the public we share it with our whole school community through our school newsletter and celebrate student achievements. We also celebrate student individual scores at the first trimester assembly and in the spring with a medal ceremony.

Through the data review in each area listed above, it is determined that the need continues to be proficiency for students with disabilities. The process that is utilized is completed at all tiers of instruction, which include students with disabilities or students that are in intervention that may result in the referral process. It also includes teachers at all tiers of instruction.

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?

Goal 1: Proficiency

We did not meet our yearly objective in math or reading, but there are many strategies that we found successful for student achievement. We will continue to review these processes and refine them as needed. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students producing individual products and adjustment of instruction. Staff will work together to intentionally plan and implement lessons that are rigorous and promote productive struggle.

Administration will conduct targeted instructional walks in reading and math and provide support to teachers. Staff will discuss weekly assessment data at PLC meetings to determine trends on standards missed the most to determine remediation needs. Kenton staff will also continue to work with district staff on implementing the high quality instructional resource in ELA and new Math program Desmos Math to make sure lessons are aligned to standards.

Goal: Increase reading proficiency from 62% P/D students in 2024 to 81% of all students P/D rate in 2029.

Objective: Collaborate to increase reading proficiency from 62% P/D to 69% P/D on KSA in October 2025.

Goal: Increase math proficiency from 66% P/D students in 2024 to 83% of all students P/D rate in 2029.

Objective: Collaborate to increase math proficiency from 66% P/D to 73% P/D on KSA in October 2025.

Goal 2: Separate Academic Indicator

Administration will continue to conduct monthly learning walks for science, social studies and writing. Feedback will be focused on individual products and adjustment of instruction. Teachers develop individual goals with students for common formative assessments and district common assessments. Assessment data will be discussed at weekly PLC meetings to develop plans for students that did not meet proficiency. Teachers will continue to use the high quality instruction resource, Teacher Create Materials, to plan and implement lessons. Teachers also incorporate cross curricular activities using the high quality instructional resource in ELA, Amplify. Kenton Elementary staff will continue to review and revise the writing process for on demand writing and writing for constructed response areas in all content areas.

Goal: Increase science proficiency from 44% P/D students in 2024 to 72% of all students P/D rate in 2029.

Objective: Collaborate to increase science proficiency from 44% P/D to 55% by October 2024.

Goal: Increase social studies proficiency from 57% P/D students in 2024 to 78 % of all students P/D rate in 2029.

Objective: Collaborate to increase Social Studies proficiency from 57% P/D to 65% by October 2025.

Goal: Increase writing proficiency from 80% P/D students in 2023 to 90 % of all students P/D rate in 2029.

Objective: Collaborate to increase writing proficiency from 80% P/D to 85% by October 2025.

Goal 3: GAP

While we did not meet our yearly objective for our students with disabilities in reading or math, we have systems and structures in place that are reviewed and refined each year that showed growth in this student population. This remains an area of concern at Kenton Elementary. The special education team will meet monthly to discuss student progress and district initiatives for special education. Special education staff meet with grade level teams at PLC weekly to discuss student data on grade level assessments. Targeted instructional walks will take place by administration in both collaboration and resource time. Feedback will be provided focusing on individual products and adjustment of instruction. Professional development will take place for teachers according to instructional walk data and assessment data. All special education staff have been trained in our high quality instructional resources for reading, math and social studies. Special education teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals. Professional development will also take place for general education teachers on how to support students in the classroom. This includes the strongest co-teaching strategies and strategies to use when special education teachers are not in the classroom to ensure students needs are met. This way all teachers are taking ownership of ALL students and providing the correct level of support.

Objective 1: Collaborate to increase reading from 17% P/D to 33% P/D by October 2025 for students with disabilities.

Objective 2: Collaborate to increase math from 19% P/D to 35% P/D by October 2025 for students with disabilities.

Goal 4: EL

The EL population at Kenton has increased over the last several years. To make sure we are prepared to service this growing population Kenton staff have been working with district staff to ensure that student PSP are created to meet their needs. Also, training for individual teachers and whole staff takes place as needed. Kenton staff will continue to work with district EL staff to implement lessons for students in the classroom and the pull out sessions. District EL staff will attend PLC meetings as needed to discuss the needs of EL students with teachers so they are better equipped to support the students in the classroom.

Goal: Increase the percentage of students exiting the EL program from 15% in October 2023 to 57% in October 2029.

Objective: Collaborate to increase the percentage of students exiting the EL program from 15% to 23% in October 2025.

Goal 5: Quality of School Climate and Safety

The staff at Kenton Elementary will continue to work with students in this area using systems we currently have in place. This process is reviewed and refined each year as needed. The system includes the merger of the Cultural awareness committee with other SBDM committees this year to plan lessons and give resources to

teachers to implement. The reasoning for this merger was to make sure that family nights had a cultural aspect to them. Also, to create professional learning sessions that are focused on cultural awareness. The FRC will continue to work with preschool students using Baby Doll Circle Time. Teachers will lead Tier I social emotional lessons following the Zones of Regulation Curriculum. In addition to the Zones of regulation Tier I, the school guidance counselor will hold guidance lessons throughout the year on acceptance, kindness, and inclusion. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills. All students are assigned an adult advocate that provides social emotional support throughout the school year. Advocates also work with students on transition ready requirements in fifth grade. They will also teach lessons on bullying (including cyber bullying) for all grade levels. Professional development will take place throughout the year for all staff members on restorative practices strategies. Two other additions this year is the Guys with Ties program. This is a program for students in 4th and 5th to learn how to be leaders by showing kindness and respect. Also, the PRIDE program for K-3 students to learn the same traits.

Goal: Goal 5: To increase the overall quality and school climate and safety survey percentage from 78.5 % in 2024 to 89% in 2029.

Objective: Increase percentage of students who agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability) from 78.5% in October 2024 to 83% in October 2025.

Goal 8: Other

This was not an area that we saw great success. This year, in addition to the professional development sessions offered through the Kenton County School District, we will continue to hold monthly grade level meetings based on the needs of teachers. Also, monthly staff meetings will be mini professional development sessions based on teacher need and interests and instructional walk data. District staff, school administration and teachers will lead sessions throughout the year. In addition, starting in the 2024-2025 school year, we met with individual teachers regarding professional development needs. Finally, we discuss professional development needs with the grade level lead teachers to determine needs of individual grade levels throughout the year.

Goal 8: Impact Survey

Goal: By 2025, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 50% to 75%.

Objective: Collaborate to increase valuable professional development sessions from 40% in Winter 2023 to 52% in Spring 2026.

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.

The percentage of all students that scored proficient/distinguished on the reading KSA for the last three years has been 63% in 2023 and 62% in 2024 and 63% 2025.

The percentage of all students that scored proficient/distinguished on the math KSA for the last three years are 67% in 2023, 66% in 2024 and 68% in 2025.

The percentage of students meeting proficient/distinguished on reading common assessments 68% in 2022-2023, 62% in 2023-2024 and 59% in 2024-2025.

The percentage of students meeting proficient/distinguished on math common assessments for the last three years are 80% in 2022-2023, 64% in 2023-2024 and 67.4% in 2024-2025.

-Total attendance rate for the 2024-2025 school year was 95%, attendance during the 2023-2023 school year was 94.5%. This is an area of concern for Kenton as well. Over the last several years we have started initiatives for attendance such as attendance groups, class prizes and individual prizes.

-The area that remains a significant area of improvement at Kenton Elementary is our students with disabilities. In the 2024-2025 school year 59% of all students scored proficient/distinguished on reading common assessments while 42.6% of students with disabilities scored proficient/distinguished. Also, 67% of all students scored proficient/distinguished on math common assessments while 50% of students with disabilities scored proficient/distinguished. In the 2023-2024 school year, 78% of all students scored proficient/distinguished on math common assessments and 71% on reading, while 54% of students with disabilities reached proficiency on math and 41% in reading.

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.
 - During the 24-25 school year, 58% of incoming kindergarten students scored ready for Kindergarten on the Brigance assessment. There was a decline by 2% from the 2023-2024 school year.
 - Students in first and third grade made expected growth from spring 2025 to fall 2025 on math and reading map.
 - In fall 2025 65% of all third grade students met expectations on oral reading fluency.
 - 2024-2025 Math KSA data indicates that 66% of third grade students, 70% of fourth grade students and 68% of fifth grade students scored proficient/distinguished.
 - 2024-2025 KSA data indicates that 10% of students with disabilities scored proficient/distinguished on math and 15% in reading.
 - 2024-2025 Access data indicates that 70% of all EL students are making growth.
 - During the 2024-2025 school year, 68.52% of fourth grade students and 60% of fifth grade students met transition ready criteria.

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.
 - according to the 2023-2024 Quality School Climate and Safety survey. 97% of students said they agree/strongly agree that Kenton is a caring school and 96% agree/strongly agree that adults care about student physical safety. One area that we continue to focus on is 78% of students agree/strongly agree that students respect other's differences.
 - According to the impact survey 40% of staff believe that the professional development sessions they attend are valuable.
 - The yearly attendance rate for the 2024-2025 school year was 95.18%. The current attendance rate for the 2024-2025 school year is 95.95%
 - The total number of behavior referrals for the 2024-2025 school year was 115.
 - The total number of threat assessments in the 2024-2025 school year was 23 and the number of suicide assessments was 19.

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.
 - Over the last three years, the average of proficient/distinguished students on math common assessments has been above 70% proficient/distinguished. In 2022-2023 78%, in 2023-2024 79% and in 2024-2025 75% .
 - The percentage for all students on the 2024-2025 KSA assessment in both reading and math were above the district average. Math KSA had 68% of all students proficient/distinguished. This is above the district average by 11%. Reading KSA had 63% scoring proficient/distinguished, which is above the district average by 4%.
 - Kenton Elementary also had two grade levels that increased their percentage of proficient/distinguished from the 2023-2024 to the 2024-2025 reading KSA assessment. Third grade increased from 63% to 64% and fourth grade increased from 56% to 69%. Also, fourth grade increased math KSA scores from 59% proficient/distinguished to 70% and fifth grade remained the same at 68%.

-3rd Grade All Students:

Reading-65% P/D 7% which is above the district average of 58% and 18% above the state average of 47%.

Math-67% P/D which is 12% above the district average and 24% above the state average of 43%.

-4th Grade All Students:

Reading- 69% P/D which is 10% above the district average of 59% and 19% above the state average of 50% P/d.

Math-70% P/D which is 13% above the district average and 26% above the state average of 44% P/D.

Science- 43% P/D which is 6% above the state average of 37% P/D.

5th Grade:

Reading- 57% P/D which is 7% above the state average of 57% P/D.

Math- 68% P/D which is 9% above the district average of 59% and 25% above the state average of 43%.

Social Studies- 40% P/D which is 1% above the district average of 39%.

-Writing has also been a strength for Kenton Elementary for several years. On the 2023-2024 writing KSA, 80% of all students scored proficient/distinguished, which is above the state average by 37%. While our writing score declined this school year to 70% proficient/distinguished. This is above the district average of 41% by 22% and the state average of 38% by 32%.

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.

-Over the last three years, the average of proficient/distinguished students on math common assessments has been above 70% proficient/distinguished. In 2022-2023 78%, in 2023-2024 79% and in 2024-2025 75% . The process we have in place for common assessments to help all students includes many parts. Teachers set goals with students for assessments and review goals after the assessment is over to celebrate with students if they meet their goals. The teachers follow the Kenton County school District expectations during the testing session, to ensure the students have the best testing environment for success. Also, these assessments are discussed at weekly PLC meetings by grade level, student groups and individual students. The team will discuss remediation plans for students that did not reach mastery and spiral review for all students on standards/questions missed the most.

-The percentage for all students on the 2024-2025 KSA assessment in both reading and math were above the district average. Math KSA had 68% of all students proficient/distinguished. This is above the district average by 11%. Reading KSA had 63% scoring proficient/distinguished, which is above the district average by 4%.

Kenton Elementary also had two grade levels that increased their percentage of proficient/distinguished from the 2023-2024 to the 2024-2025 reading KSA assessment. Third grade increased from 63% to 64% and fourth grade increased from 56% to 69%. Also, fourth grade increased math KSA scores from 59% proficient/distinguished to 70% and fifth grade remained the same at 68%. In order to see growth in all grade levels we need to continue to focus on strong Tier I instruction. Our focus is on all students completing an individual product and adjustment of instruction for the products. This way teachers can gauge mastery throughout the lesson. Kenton Elementary will continue to work with district staff using our high quality instructional resource for ELA and the new high quality instructional resource for math adopted this school year to intentionally plan lessons that include these areas. Also, administration will continue focused learning walks to provide intentional feedback in these areas and other areas of instruction when necessary. Focusing on Tier I instruction with these elements should help reach all learners in the classroom, including the struggling students. Also, staff will continue to triangulate assessment data, including, KSA, MAP, reading diagnostic, and common assessments in reading and math) to name and claim individual students in order to provide the necessary support for them to master each standard. We also believe in working with our school community to help students meet their academic goals. Teachers hold parent/teacher conference during the year to discuss student strengths and areas of growth. Also, starting this school year, we are holding quarterly meetings with guardians of students in reading intervention to discuss their reading improvement plans. The goal of these meetings are to discuss student strengths and areas that school is providing extra support. Also, to discuss strategies and provide resources to families to support their child's literacy skills at home.

-Writing has also been a strength for Kenton Elementary for several years. On the 2023-2024 writing KSA, 80% of all students scored proficient/distinguished, which is above the state average by 37%. While our writing score declined this school year to 79% proficient/distinguished, we believe the process that is in place for writing is

strong and we will continue to use this process making adjustments when necessary. The process that is used at Kenton starts in Kindergarten. For writing pieces there are grade level expectations that are reviewed each year by teachers to make sure they are grade appropriate. These expectations build on each other so that students can increase their writing skills each year. Also, there is a process for students to write across content areas using ACE for reading, science and social studies and SET in math. Again this process starts in Kindergarten and builds as students move from one grade level to the next. The process we have in place is differentiated when necessary to reach all students.

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

☐ Yes

COMMENTS

N/A

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.**

☐ No

☒ Yes

COMMENTS

KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the learning walks will be used to plan monthly staff meeting, grade level meetings and support for individual teams and teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standard(s) need remediation. This year, in addition to the Amplify reading program, Kenton Elementary, along with the Kenton County School District adopted an HQIR Desmos math. Teachers will attend professional development on these resources throughout the year according to student data and learning walk data.

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

☐ Yes

COMMENTS

N/A

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.**

☐ No

☒ Yes

COMMENTS

Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas. Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency.

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.**

☒ **No**

☐ Yes

COMMENTS

N/A

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.**

☒ **No**

☐ Yes

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10032025_13:53

2025-2026 Phase Two: School Assurances

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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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

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Programs

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children 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

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a 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.

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement 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).

☐ Yes

☐ No

☒ 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).

☐ Yes

☐ No

☒ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_10282025_12:33

2025-2026 Phase Three: Comprehensive School Improvement Plan

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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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

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.


ATTACHMENTS

Attachment Name



Continuous Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Continuous Improvement Plan	Continuous Improvement Plan	<ul style="list-style-type: none"> 1

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

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

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

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

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

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

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

- **Activity:** Actionable steps 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):

- Collaborate to increase reading from 14% P/D to 33% P/D by October 2026 for students with disabilities.
- Collaborate to increase math from 8% P/D to 35% P/D by October 2026 for students with disabilities.

Strategy:

- KCWP 2: Design and Deliver Instruction classroom activities
- KCWP 4 Review, Analyze and Apply Data

Activities:

- Administration will provide weekly quality feedback on lesson plans for resource and collaboration. Additional time will be given to collaboration teams to develop plans using these strategies. Job embedded professional development for all staff on effective collaboration strategies, models, and specially designed instruction is provided when needed.
- Special education teachers attend weekly PLC meetings to discuss students' progress on core instruction. The special education team also meet to discuss student progress on IEP goals, district initiatives for special education, and review of specially designed instruction to ensure the best resources and strategies are used in the classroom. Special education teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals.
- Professional development will be implemented for special education staff and general education teachers according to student data and targeted Instructional walk data from the resource and collaborative classroom setting.

Progress Monitoring:

Student assessment data

PLC Agenda

IEP progress data

Funding:

-Teacher before and after school planning time and release days for planning. -\$5,000

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:

- Increase reading proficiency from 64%P/D students in 2025 to 81% of all students P/D rate in 2029.
- Increase math proficiency from 70%P/D students in 2025 to 83% of all students P/D rate in 2029.

Objective(s):

- Collaborate to increase reading proficiency from 64% P/D in 2025 to 69 %P/D in October 2026.
- Collaborate to increase math proficiency from 70%P/D in October 2025 to 73% P/D in October 2026.

Strategy:

- KCWP 2: Design and Deliver Instruction classroom activities
- KCWP 4 Review, Analyze and Apply Data

Activities:

Reading

- Administration will complete targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings are differentiated into different sessions based on instructional walk data. Monthly grade level meeting will be focused on instructional walk data in comparison to student achievement data. This meeting may be school wide or differentiated for grade level teams as needed.
- Teachers will deconstruct standards at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished on weekly common formative assessments/ common assessments and CKLA assessments or all students. Formative assessments will be reviewed to ensure the questions meet the rigor of the standards before implementation.
- Teachers will participate in name and claim activities after each round of MAP Growth and Map Fluency.
- Teachers will continue to use the high-quality instructional resource CKLA reading. Ongoing professional development will be implemented throughout the school year on this resource according to learning walk data and student assessment data. This includes planning days throughout the year to internalize lesson plans using these resources.
- Cross curricular lessons will be implemented using the high-quality instructional resources CKLA reading and Teacher Created Materials.
- Students will answer weekly written response questions using the schoolwide graphic organizer ACE.
- Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. This includes skills-based instruction, to make sure students receive the proper instruction according to skill deficit.
- Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at monthly grade level meetings and monthly differentiated staff meetings.
- Every 6-8 weeks, the MTSS team and classroom teachers meet to triangulate student data to determine the proper Tier of instruction.

- ESS will take place this school year for 1st grade students that scored below the 65% on reading MAP in the fall. ESS will also take place for students in Kindergarten and 2nd-5th grade that are in a tier II or Tier III reading intervention.
- 5th grade teachers meet with students that are not meeting transition ready criteria to create a plan on how to support students to meet criteria by the end of the school year. Administration and teachers meet with 3rd and 4th grade students about transition ready criteria.

MATH

- Administration will complete targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings are differentiated into different sessions based on instructional walk data. Monthly grade level meeting will be focused on instructional walk data in comparison to student achievement data. This meeting may be school wide or differentiated for grade level teams as needed.
- Teachers will deconstruct standards at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished on weekly common formative assessments/ common assessments. Formative assessments will be reviewed to ensure the questions meet the rigor of the standards before implementation.
- Teachers will participate in name and claim activities after each round of MAP Growth.
- This year we adopted a new high-quality instructional resource Desmos Math. Ongoing professional development will be implemented throughout the school year on this resource according to learning walk data and student assessment data. This includes planning days throughout the year to internalize lesson plans using these resources.
- Students will answer written response questions weekly using the schoolwide graphic organizer SET.
- Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. This includes skills-based instruction, to make sure students receive the proper instruction according to skill deficit.
- Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at monthly grade level meetings and monthly differentiated staff meetings.
- Every 6-8 weeks, the MTSS team and classroom teachers meet to triangulate student data to determine the proper Tier of instruction.
- 5th grade teachers meet with students that are not meeting transition ready criteria to create a plan on how to support students to meet criteria by the end of the school year. Administration and teachers meet with 3rd and 4th grade students about transition ready criteria.

Progress Monitoring:

-PLC agendas
 MTSS meeting agendas
 Monthly Walk data
 Staff meeting agenda
 Kenton Dashboard

Funding:

Read Naturally- \$1,380
 Amplify Materials/Curriculum-\$10,000

Boost-\$5,000

ESS-\$5,000

Planning days/Release days-\$15,000

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	No
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:

Increase science proficiency from 44% P/D students in 2025 to 72% of all students P/D rate in 2029.

Objective(s):

Collaborate to increase science proficiency from 44% P/D to 55% by October 2026.

Strategy:

- KCWP 2: Design and Deliver Instruction classroom activities
- KCWP 4 Review, Analyze and Apply Data

Activities:

- Teachers will plan for and implement active student engagement strategies and hands on activities to engage students in standards-based phenomenon.
- Vertically align and implement Science Standards through Project Lead the Way.
- Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction across all contents.
- Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan future lessons.

- Administration will continue to ask for specific professional development needs in this area to plan for staff meetings, grade level meetings and PLC.
- Common assessment data will be discussed at PLC meetings to determine remediation plans for students that did not reach proficiency.
- Students will answer written response questions weekly using the school-wide graphic organizer CER.

Progress Monitoring:

- Learning Walk Data and feedback
- PLC agenda
- Kenton Elementary data dashboard

Funding:

Generation Genius-\$1,000

Mystery Science- \$1,395

Project Lead the Way-\$3, 000 SBDM

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

Three- to Five-Year Goal:

Increase social studies proficiency from 40% P/D students in 2025 to 78 % of all students P/D rate in 2029.

Objective(s):

Collaborate to increase Social Studies proficiency from 40% P/D to 65% by October 2026.

Strategy:

- KCWP 2: Design and Deliver Instruction classroom activities
- KCWP 4 Review, Analyze and Apply Data

Activities:

- Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction in Social Studies. Teachers will continue to use the high-quality instructional resource, TCM to strengthen Tier I instruction. Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan future lessons.
- Administration will continue to ask for specific feedback and review student data to develop professional development sessions in this area during PLC, grade level meetings or staff meetings in the area of Social Studies.
- Common formative assessments and district common assessments will take place throughout the school year. This data is discussed at PLC to determine student mastery of standards. Remediation plans are created for students that do not score proficient/distinguished.
- Students will participate in a writing activity during Social Studies Activities weekly using the schoolwide graphic organizer ACE.
- Teachers will continue to implement cross curricular lessons using the high quality instructional resources, CKLA.

Progress Monitoring:

- Learning Walk Data and feedback
- PLC agenda
- Kenton Elementary data dashboard

Funding:

General Supplies- 2,000

Professional Learning planning days- Approx. \$600

Priority Indicator #4: English Learner Progress

Three- to Five-Year Goal:

Increase the percentage of students exiting the EL program from 5% in October 2025 to 57% in October 2029.

Objective(s):

Collaborate to increase the percentage of students exiting the EL program from 5% to 23% in October 2026.

Strategy:

- KCWP 2: Design and Deliver Instruction classroom activities
- KCWP 4 Review, Analyze and Apply Data

Activities:

- Professional learning on vocabulary use with students using the EL toolkit and support from EL district staff for Tier I instruction.
- Students work with district staff in the classroom and in pullout groups to work on grade level
- Professional Development sessions on explicit instruction for EL students, including SIOP (Sheltered Instruction Observation Protocol) strategies.
- Students will complete formative and summative assessments. Data will be analyzed weekly at PLC meetings to determine mastery. If mastery is not met, remediation plans will be created for students.

Progress Monitoring:

- PLC agendas with student formative and summative data
- Kenton Elementary data dashboard
- MAP/MAP Fluency Data

Funding:

\$0