



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_10072025_12:37

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
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.

Betty Jo Davis 10/1/2025



2025-2026 Phase One: Executive Summary for Schools_10072025_12:42

2025-2026 Phase One: Executive Summary for Schools

Brooks Elementary School
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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?

Brooks Elementary School Community and Context

Brooks Elementary School is located in a suburban area of northern Bullitt County, Kentucky, just south of the Louisville Metro area. Our proximity to Jefferson County makes us part of a growing and shifting suburban corridor that blends urban influence with small-town community identity. The surrounding area includes a mix of apartments, trailer parks, and modest single-family housing, with a significant portion of rental properties contributing to a higher level of student transiency throughout the school year.

School and Community Demographics

Brooks Elementary serves approximately 450 students in grades K-5, representing an increasingly diverse population. Over the past three years, the school has seen steady growth in its Hispanic student population, now making up one of the largest demographic groups. Our student body also includes a rising number of English Learners and students identified with exceptional needs or mental health challenges. Socioeconomically, the majority of our students qualify for free or reduced-price lunch, and many families experience housing instability or limited access to community resources. Despite these challenges, family pride and care for children run deep—our families want the very best for their students, even if they face barriers to consistent school involvement.

Staff and Recent Changes

The past three years have brought significant stability and growth in staff culture. Following a period of higher turnover, staff retention dramatically improved during the most recent school year, with only a few additions primarily in the special education department to meet increasing student needs. This renewed stability has strengthened collaboration, consistency in instruction, and school climate. Staff demographics generally reflect the county's workforce, though the school continues to focus on increasing cultural representation among faculty and staff.

Community and Surrounding Area

The Brooks community is characterized by small local businesses, warehouses, and national retail chains clustered near Interstate 65. While the area is economically modest, it is tight-knit and values hard work and neighborly care. Many parents work in manufacturing, logistics, or service industries, often with nontraditional hours that make school engagement challenging. As a result, parental involvement

remains limited, with a small but faithful group of volunteers supporting key school events and initiatives.

Unique Features and Challenges

Brooks Elementary faces both the challenges and opportunities that come with a community in transition:

- **Student Transiency and Poverty:** Frequent moves and economic hardship impact consistency in academic progress and attendance.
- **Increasing Trauma and Mental Health Needs:** The school has seen a notable rise in students who have experienced trauma, leading to expanded efforts in social-emotional learning (SEL) and mental health support.
- **Language and Cultural Shifts:** A growing Hispanic and bilingual population has encouraged a more inclusive and culturally responsive school environment.
- **Community Engagement:** While volunteer participation is minimal, partnerships with local businesses and community organizations continue to grow, enhancing student learning experiences and school pride.

Despite these challenges, Brooks Elementary remains a school deeply committed to the whole child. The integration of social-emotional learning, trauma-informed practices, and community-based partnerships has become a defining feature of the school's mission to ensure that every student feels known, supported, and capable of success.

School Stakeholders

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

Brooks Elementary School recognizes that meaningful school improvement depends on the active participation and shared ownership of all stakeholder groups. Our primary stakeholder groups include students, staff, families, and community members, each playing a vital role in shaping the school's vision, priorities, and continuous growth.

Stakeholder Groups

- **Students:** Students are at the center of every decision made at Brooks Elementary. Their voices are heard through classroom meetings, student surveys, and leadership opportunities such as the Bronco Leadership Team and Student Council. These structures allow students to provide feedback on school climate, learning experiences, and PBIS initiatives, helping ensure that decisions reflect student perspectives and needs.

- **Staff:** Certified and classified staff members contribute to improvement planning through Professional Learning Communities (PLCs), staff meetings, and participation in the Site-Based Decision Making (SBDM) Council. Staff input drives instructional priorities, professional development planning, and goal setting aligned with the school's mission and the district's Transformation Plan.
- **Families:** Families engage through the Parent Teacher Organization (PTO), Title I Family Nights, and ongoing communication from the principal and teachers. Weekly Starburst newsletters, text and app notifications, and two-way communication through the ROOMS platform ensure that parents remain informed, connected, and invited to share input. Interpreter services and bilingual materials ensure accessibility for all families, particularly within our growing Hispanic population.
- **Community:** Brooks Elementary maintains partnerships with local businesses, farms, civic organizations, and faith-based groups. These partners support school events, student projects, and community initiatives such as Hay Days, Ag Week, and Bronco Service Projects. Community members are also invited to participate in the SBDM Council, attend public meetings, and provide feedback on school initiatives.

Stakeholder Involvement in Improvement Planning

Brooks Elementary ensures stakeholder engagement in the school improvement planning process through multiple, ongoing structures:

- **Site-Based Decision Making (SBDM) Council Meetings:** Stakeholders including staff, parents, and community representatives collaboratively review data, assess progress toward goals, and approve components of the Comprehensive School Improvement Plan (CSIP).
- **PTO Meetings and Events:** The PTO serves as an open forum for family and community input, sharing updates on school goals, resources, and student needs.
- **Title I Family Nights:** These events combine academic engagement with opportunities for families to learn about the school's improvement goals and how they can support learning at home.
- **Weekly Communication:** Regular newsletters, app notifications, and social media updates keep all stakeholders informed of ongoing initiatives, results, and opportunities for involvement.

Through these intentional and consistent communication systems, Brooks Elementary cultivates transparency, shared ownership, and a unified commitment to improving outcomes for every student.

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.

School's Purpose

Mission Statement (Reviewed and Revised in 2024): "Brooks Elementary will collaborate with school and families to create a loving, safe community where children rise to their full potential."

Vision Statement: Come as you are. Dream big. Lead with purpose.

Core Values and Beliefs:

- Kindness: We believe every student and adult deserves to feel seen, heard, and valued.
- Strength: We face challenges with resilience, perseverance, and a growth mindset.
- Wellness: We prioritize the physical, mental, and emotional health of all students and staff.
- Leadership: We nurture confidence and responsibility so that each student can lead within the classroom, the school, and the community.

These values are woven into our schoolwide PBIS expectations and student mantra: "I am kind. I am strong. I am well."

How Brooks Elementary Embodies Its Purpose

Brooks Elementary lives out its mission and values through programs, instructional practices, and community partnerships that focus on the whole child—academic, social, and emotional.

- Positive Behavioral Interventions and Supports (PBIS): Our consistent work with the Academic and Behavior Response to Intervention (ABRI) initiative and PBIS implementation has led to a significant reduction in behavior incidents, earning us Bronze-Level PBIS recognition. Schoolwide expectations are taught, modeled, and celebrated daily.
- Social-Emotional Learning and Mental Health Support: All students participate in daily morning meetings that focus on connection, reflection, and social-emotional learning. Students needing additional support receive Tier II and Tier III interventions through our Behavior Intervention Team, in collaboration with the district's behavior specialists. Our guidance counselor and mental health coach provide ongoing individual and group supports.

- **High-Quality Instruction:** Teachers utilize the Kentucky Academic Standards with district-aligned pacing guides in all content areas to ensure equitable, high-quality instruction. Data-driven instruction, formative assessment, and intervention cycles guide instructional decisions to meet diverse learning needs.
- **Grant and Enrichment Opportunities:** Through initiatives such as the Bullitt Literacy Instruction Grant, students receive targeted support in literacy and behavior development. Extracurricular programs—including Performing Arts Club, Archery, Academic Team, and Robotics—extend learning beyond the classroom and provide leadership opportunities for students to explore their passions.
- **School Climate and Safety:** Brooks Elementary is known for its welcoming, home-like environment, where relationships and safety are prioritized. Staff intentionally build trust with families and students, ensuring that each child feels valued and supported.

Stakeholder Involvement in the Development of the School's Purpose

The mission and vision statements were reviewed and reaffirmed in 2024 with input from all major stakeholder groups, including:

- Site-Based Decision Making (SBDM) Council members (staff, parents, community)
- School leadership team and certified staff through PLC discussions and feedback surveys
- Parent Teacher Organization (PTO) and Title I family engagement events
- Student representatives through the Bronco Leadership Team

Stakeholders continue to be engaged through SBDM meetings, family events, and schoolwide surveys, ensuring that the mission remains both relevant and reflective of the community's shared values and goals.

Notable Achievements

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

Over the past three years, Brooks Elementary School has experienced significant growth and transformation in both academic performance and school culture. Through an increased focus on social-emotional learning, trauma-informed practices, and data-driven instruction, the school has strengthened its capacity to serve all learners and create a community where every child feels known, supported, and capable of success.

Notable Achievements

Consistent Academic Growth: For the past two years, Brooks students have demonstrated 97–100% typical or stretch growth in both reading and math based on iReady Diagnostic data. This consistent growth reflects the effectiveness of targeted instruction, small-group interventions, and the alignment of core instruction to the Kentucky Academic Standards.

- **PBIS Success and Schoolwide Culture Shift:** Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the school's clear behavioral expectations—"I am kind. I am strong. I am well."—Brooks has achieved Bronze-Level PBIS Recognition, reflecting a sharp decline in behavior incidents and an increase in positive school climate and student leadership.
- **Improved Staff Retention and Morale:** Over the past year, staff retention has increased dramatically, with only minimal turnover. This stability has strengthened instructional consistency, staff collaboration, and student support systems.
- **Expanded Enrichment Opportunities:** The addition of extracurricular programs—including Robotics, Academic Team, Performing Arts Club, and Archery—has given students more ways to explore interests and apply learning beyond the classroom.

Areas of Improvement Over the Last Three Years

- **Strengthening SEL Integration:** In response to increased student trauma and mental health needs, Brooks has enhanced daily SEL instruction, introduced morning meetings schoolwide, and built stronger partnerships with mental health professionals.
- **Data-Driven Instruction:** Teachers have deepened their use of formative data and the iReady platform to inform small-group instruction, ensuring targeted support for struggling learners while maintaining rigor for advanced students.
- **Family Engagement:** Through improved communication systems (ROOMS, weekly newsletters, and bilingual supports), the school has increased transparency and family connection, though consistent volunteerism remains an ongoing goal.

Areas of Improvement

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

Goals and Areas for Improvement in the Next Three Years

Looking ahead, Brooks Elementary is committed to sustaining growth and continuing to transform its learning culture through the following priorities:

1. **Deepen Implementation of Graduate Profile Competencies:** Empower students as self-directed learners, effective communicators, and productive collaborators through authentic, project-based learning experiences.
2. **Strengthen Tier I Instruction Across Content Areas:** Continue to refine core instruction to ensure every classroom demonstrates high-quality, evidence-based teaching practices aligned with the Kentucky Academic Standards.
3. **Expand Support for Student Wellness:** Increase access to mental health services and SEL interventions while providing ongoing staff training in trauma-informed care and de-escalation strategies.
4. **Enhance Family and Community Partnerships:** Build stronger relationships with local organizations, expand family involvement opportunities, and develop systems to reduce barriers for participation among working families.
5. **Sustain Staff Growth and Retention:** Continue supporting teachers through professional learning communities, leadership opportunities, and a culture of appreciation and belonging.

In summary, Brooks Elementary has made remarkable progress in recent years—academically, behaviorally, and culturally—and remains committed to fostering a thriving, inclusive learning community that reflects its mission: to collaborate with families to create a loving, safe community where children rise to their full potential.

Additional Information

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

Brooks Elementary School is proud to serve as a cornerstone of the northern Bullitt County community. Our school is built upon the dedication and passion of a highly committed team of educators and support staff who have devoted their careers to serving the diverse needs of children within our Title I school. These individuals are the heart of Brooks Elementary—the true foundation of our success.

Each day, our staff works tirelessly to ensure that students not only meet academic expectations but also develop the character, confidence, and compassion needed to become responsible and contributing members of society. Through strong relationships, engaging instruction, and a focus on the whole child, our team strives to make Brooks a place where every student feels known, loved, and supported.

Brooks Elementary continues to take pride in being a safe, welcoming, and inclusive learning community where collaboration among families, staff, and community partners drives everything we do. We believe that excellence begins here—and that

when we come together around a shared purpose, our students can truly "reach for the stars."

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_10072025_12:54

2025-2026 Phase One: School Safety Report

Brooks Elementary School
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2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

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

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 8/11/25

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.

Yes

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: School Assurances

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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 Two: The Needs Assessment for Schools

2025-2026 Phase Two: The Needs Assessment for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

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

See attachment

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?

See attachment

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.

See attachment

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.

See attachment

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.

See attachment

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.

See attachment

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.

See attachment

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

Provide HQIR Tier 1 instruction

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

Utilize PLC time to study data and create action steps

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BES Needs Assessment 2026</u>		

Brooks Elementary conducted a comprehensive and collaborative needs assessment process designed to ensure alignment with district priorities and the Bullitt County Graduate Profile. The process engaged multiple stakeholder groups, including the Site-Based Decision Making (SBDM) Council, Instructional Leadership Team (ILT), Family Resource and Youth Service Center (FRYSC), PBIS/SEL Committee, Family Engagement Team, and representatives from community partners such as Mark 12 Ministries and Active Heroes. The SBDM Council—composed of Principal Betty Jo Davis, teachers and parent representatives—meets monthly to review schoolwide academic, attendance, and behavior data and to approve improvement plan components. The Instructional Leadership Team—consisting of the principal, assistant principal, instructional coach, counselor—meets weekly to analyze formative data, monitor progress toward CSIP goals, and determine next instructional and behavioral priorities.

The review process began in August 2024 with analysis of 2023–2024 KSA results, i-Ready diagnostic data, and attendance and behavior summaries. From September through December 2024, ILT meetings focused on root-cause analysis of academic and behavioral trends and development of SMART goals for the 2025–2026 CSIP. The SBDM Council reviewed preliminary findings in October and finalized draft goals in November, ensuring alignment with district and state accountability measures. In January 2025, data were re-evaluated using Winter i-Ready diagnostics and progress-monitoring reports to validate trends and confirm areas of strength and need.

Data sources included:

Kentucky Summative Assessment (KSA) results (2021–2025)
i-Ready Diagnostic and Growth data (Reading and Math)
Writing, Science, and Social Studies performance data
Attendance, discipline, and behavior incident reports
Staff and family perception surveys
PBIS and Character Strong fidelity checklists
Teacher attendance and turnover data
All meetings were documented in Google Drive and recorded in corresponding SBDM minutes and ILT agendas and notes. Findings were also shared with staff through weekly newsletters and during monthly staff meetings to maintain transparency and collective ownership of improvement efforts.

During the 2024–2025 school year, Brooks Elementary's Comprehensive School Improvement Plan focused on strengthening Tier 1 instruction through alignment across grades K–5 and increasing instructional rigor. The school made notable progress toward these goals by refining lesson internalization practices, aligning pacing and instructional resources, and improving the use of high-quality instructional resources (HQIRs) such as MyView, i-Ready Math, and UFLJ Foundations. Weekly instructional leadership team meetings allowed staff to analyze student data, plan for reteaching, and monitor implementation fidelity. Grade-level PLCs emphasized alignment of essential standards, success criteria, and assessment measures to ensure consistency and rigor across classrooms.

As a result, the school has seen improved instructional clarity and stronger student engagement, with teachers reporting greater confidence in delivering rigorous, standards-aligned lessons. Additionally, there has been an increase in authentic learning opportunities across grade levels, allowing students to demonstrate understanding through real-world applications and project-based learning aligned with the Bullitt County Graduate Profile.

These results directly inform the current year's plan by reinforcing the importance of sustaining Tier 1 improvement as the school's central focus. For the 2025–2026 plan, Brooks Elementary will continue to refine Tier 1 practices through intentional use of time in the master schedule, deeper lesson preparation, and ongoing alignment of resources and strategies to increase rigor, relevance, and student ownership of learning.

Brooks Elementary continues to demonstrate several academic strengths that reflect ongoing growth in instructional alignment, use of high-quality instructional resources, and authentic learning design. The school's focus on improving Tier 1 instruction across grades K–5 has resulted in greater consistency, intentional planning, and engagement in core content areas. Teachers have effectively implemented district-adopted HQIRs—MyView for reading and writing, i-Ready Math for mathematics, and UFLJ Foundations for phonics and foundational literacy—ensuring that instruction is both rigorous and standards-aligned.

Student performance data highlight areas of strength within this improvement journey. Science proficiency increased from 48.5% to 50.9% Proficient/Distinguished (P/D) on the 2024–2025 KSA, marking the highest performance in the last five years. Social Studies also improved from 35.3% to 38.6% P/D, reflecting effective integration of CKHG and project-based learning units that connect content knowledge with real-world application. Reading performance has remained stable at 43.2% P/D, outperforming the 2020–2021 state average of 39.5%, and demonstrates strong foundational literacy instruction in early grades.

In addition to content growth, Brooks Elementary has made significant progress in instructional coherence and rigor. Grade-level teams meet weekly to internalize lessons, unpack standards, and design student-centered learning experiences. Teachers have embraced authentic learning as a vehicle for engagement, integrating inquiry, collaboration, and communication into classroom practices. The school's alignment to the Bullitt County Graduate Profile ensures that students not only meet academic expectations but also develop key competencies such as critical thinking, responsibility, and collaboration.

These academic strengths demonstrate that the school's investment in consistent Tier 1 practices, alignment, and rigorous, authentic instruction is producing steady progress and a strong foundation for continued improvement.

Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Center, community partners such as civic and business organizations, etc.) involved in the process (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.

Review of Previous Plan: 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?

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

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

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.

Evaluate the Teaching and Learning Environment in Cognia, select yes or no for each of the KCWPs that you will focus on per your data analysis from above and provide comments on the KCWP(s) you will be focusing on.

- 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

The climate and culture at Brooks Elementary are grounded in the school's guiding vision: "Come as you are, dream big, lead with purpose." Staff, students, and families embrace this vision through a shared commitment to The Bronco Way—"I am kind, I am strong, I am well." This foundation supports both academic and social-emotional growth, fostering a sense of belonging and pride across the school community. Over the past year, Brooks Elementary has strengthened its Positive Behavioral Interventions and Supports (PBIS) framework, ensuring consistency and visibility of expectations across all settings. Leadership clip-up charts, Bronco Bucks, and the "Wall of Fame" recognition system celebrate positive behavior and reinforce leadership qualities aligned to Character Strong's S.E.R.V.E. model (Start, Engage, Respond, Value, and Empower). Data indicate a reduction in major referrals compared to the previous year, as well as an increase in the number of students recognized for exemplary leadership behaviors.

Staff culture remains a major strength. Teachers report high levels of collaboration and support through weekly Professional Learning Communities (PLCs), the Instructional Leadership Team, and cross-grade peer partnerships. The school's emphasis on staff wellness and recognition—including celebrations, team-building activities, and a "Mangold" appreciation system—has cultivated a positive and cohesive working environment. Teacher leadership is evident in committees that drive improvement in PBIS, academics, and family engagement.

Family and community partnerships continue to thrive. More than 300 families participated in schoolwide events such as Family Nights, the Fall Festival, and Red Ribbon Week, reflecting the school's welcoming and inclusive culture. Partnerships with local organizations—such as Mark 12 Ministries, Active Heroes, and local farms during Ag Week—enhance the sense of community connection and relevance for students.

Overall, Brooks Elementary's climate reflects a caring, collaborative, and student-centered culture where relationships are prioritized, expectations are clear, and every member of the community is encouraged to lead with purpose.

• We will coordinate efforts with our community partners to meet the behavior needs of more students. • We will the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

These need to be answered in Cognia, not here.

Category	Ready Spring 2024		Ready Spring 2025		Winter I-Ready		Fall 2025 I-Ready	Change		KSA 2023-2024		KSA 2024-2025		Strengths
	Target	2024	Target	2025	Target	2025	Target	2025	2025	Target	2024	Target	2025	
Elementary Reading (all students)	25%													<p>6. Plenty state, using precise numbers and percentages (provided by current data, the strengths of the school.</p> <p>Current data reveal that Brooks Elementary has maintained several key academic and cultural strengths. In reading, 43.2% of students scored Proficient or Distinction (P/D) on the 2024-2025 Kentucky Summative Assessment (KSA), up slightly from 42.8% in 2023-2024 and above the 2020-2021 state average of 39.5%. Ready reading data also reflect incremental progress, rising from 25% to 26% of students performing on grade level in 2024-2025. Student proficiency increased from 48.5% P/D in 2023-2024 to 50.9% P/D in 2024-2025, raising the school's highest level of science performance in the last five years. Social studies also improved from 35.3% to 38.6% P/D, a 3.3-point gain aligned with greater use of integrated CKHG units and project-based learning experiences.</p> <p>Culturally, staff demonstrate strong collaboration and instructional consistency through high-quality instructional resource (HQR) implementation and effective PLC participation. Family and community engagement continue to grow, with more than 300 families attending recent events. Family Nights, Teacher Leadership and shared ownership are evident through active participation in PBIS, Academic, and SEL committees.</p> <p>Substantively, the school's PBIS framework—anchored in The Bronco Way, Be Kind, Be Strong, Be Well—fosters a strength. Consistent expectations and recognition systems (Bronco Bucks, Wall of Fame) have contributed to fewer major behavior referrals and higher student comradeliness. Students increasingly demonstrate leadership and ownership through authentic learning projects, student-led conferences, and participation in Character Strong initiatives.</p>
Elementary Math (all students)	20%													
Elementary Writing (all students)														
Elementary Science (all students)														
Elementary Social Studies (all students)														<p>3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?</p> <p>Reading proficiency remains stagnant.</p> <p>Ready shows minimal growth (from 25% to 26% of students on grade level), and KSA results hover around 43% P/D, down from 51% in 2021-22. Indicates a persistent need for stronger Tier 1 literacy instruction, comprehension strategies, and vocabulary development.</p> <p>Math performance plateaued.</p> <p>Ready math remained flat at 20% proficient, and KSA scores have held at 38.6% P/D for two consecutive years (144.1% in 2018-19). Suggests a need to deepen conceptual understanding, discourse, and real-world application opportunities.</p> <p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Students w/Disabilities Reading (elementary)														
Students w/Disabilities Math (elementary)														
Students w/Disabilities Writing (elementary)														
Students w/Disabilities Science (elementary)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Students w/Disabilities Social Studies (elementary)														
SEL Elementary Reading (elementary)														
SEL Elementary Math (elementary)														
Economically Disadvantaged Reading (elementary)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Economically Disadvantaged Math (elementary)														
Economically Disadvantaged Writing (elementary)														
Economically Disadvantaged Science (elementary)														
Economically Disadvantaged Social Studies (elementary)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Homeless Students Reading (elementary)														
Homeless Students Math (elementary)														
Homeless Students Writing (elementary)														
Homeless Students Science (elementary)														
Homeless Students Social Studies (elem)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
C gifted and Talented Reading (elementary)														
C gifted and Talented Math (elementary)														
C gifted and Talented Writing (elementary)														
C gifted and Talented Social Studies (elementary)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Non-Academic Data														
Behavior (elementary)														
Student Attendance (elementary)														
Quality of Climate Student Survey (elementary)														<p>Writing proficiency declined.</p> <p>KSA scores declined from 52.9% (2023-24) to 36.4% (2024-25) — a major regression and key area for focus.</p> <p>Indicates a need for more consistent implementation of structured writing frameworks (e.g., The Writing Process Four Square) and integration of writing across content areas.</p> <p>Science and social studies show incremental but inconsistent growth.</p> <p>Science improved slightly (48.5% → 50.9%), while Social Studies increased modestly (35.3% → 38.6%), still below district averages.</p>
Physical Aggression: 62%. Disruptive Behavior: 36%. Bullying Behavior: 15%														
The Elementary School Attendance Rate was 93.98%. The District Attendance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64%.														
23-24 73														

24-25 —



2025-2026 Phase Three: Comprehensive School Improvement Plan_11202025_20:28

2025-2026 Phase Three: Comprehensive School Improvement Plan

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
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



BES CSIP 2026.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BES CSIP 2026</u>		.
 <u>BES CSIP 2026.</u>		.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.

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.

Achievement Gap Goal

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/Goal: *By Spring 2026, students with low socio-economic status scoring proficient and distinguished in reading will improve from 20% to 55.4%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps (Study & Act)	Funding
Improve instructional rigor and student engagement	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> --Teachers scaffold (support in tier 1 rigor, not changing the rigor) instruction to help students reason and develop problem-solving strategies --Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills --Teacher provides meaningful learning opportunities for students --Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. 	Conduct weekly observations with the instructional practice guide in math, foundational reading, and reading comprehension with specific feedback in the engagement component. Discuss, analyze, and determine next steps in our weekly instructional leadership team.	

KDE Guidance

TSI/ATSI Improvement Plan Requirements TSI/ATSI schools must embed their subgroup(s) plan for improvement in their CSIPs with the involvement of local school personnel and other stakeholders, including the principal and other school leaders, teachers and parents. Each revised plan must be informed by all available indicators including student performance compared to long-term goals and must include the following additional requirements:

(1) Components of turnaround leadership development and support; 2) Identification of critical resources inequities; 3) Evidence-based interventions; and 4) Additional actions that address the causes of consistently underperforming subgroups of students.

When considering the additional components, TSI/ATSI stakeholders are carefully examining what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system and capture that improvement plan within the CSIP.

1. Components of Turnaround Leadership Development and Support

Question for Consideration: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups to promote each student's success and well-being?

1. Identification of Critical Resource Inequities

Questions for Consideration: What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?

3. Evidence-Based Interventions

Questions for Consideration: What areas of need were revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s)? What evidence-based interventions will be deployed to target the needs of students in your targeted subgroup(s)? Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.

4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?

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.

Reading

3-5 Year Goal: By Spring 2029, 68.5% of students will score proficient and distinguished in reading.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve in reading from 25% to 65.8%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning	KCWP 2: Design and Deliver Instruction	Classrooms will set goals for unit assessments for classroom goals and individual goals.	Unit goal monitoring and celebrations at the end of each unit. Discuss, analyze, and determine next steps in our weekly instructional leadership team.	
Strengthen Tier 1 instruction by ensuring that teachers clearly understand their foundational skills HQIR and implement them with integrity.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Weekly PLC focusing on using the intellectual preparation cycle with their comprehension HQIR. Comprehension PL Knowledge of the reading rope and how it connects to my/View Conduct regular coaching cycles to identify the individual needs of teachers. 	Conduct weekly observations with the instructional practice guide in math, foundational reading, and reading comprehension with specific feedback in the engagement component. Discuss, analyze, and determine next steps in our weekly instructional leadership team.	
Facilitating teachers' analysis of students' curriculum-based assessments using the intellectual preparation cycle to determine next steps in instruction	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Deliver UFLI implementation professional learning as needed during internalization Track teacher progress through coaching cycles and JRG data 	Conduct weekly observations with the instructional practice guide in math, foundational reading, and reading comprehension with specific feedback in the engagement component. Discuss, analyze, and determine next steps in our weekly instructional leadership team.	
Improve Data PLC Protocol	KCWP 4: Review, Analyze and Apply Data Results KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Provide Data analysis Professional Learning Provide time to analyze data focusing on goals and determining next site 	Who will review progress? Principal Instructional Coach Special Education Instructional Coach Special Education Teachers Interventionist District Special Education Coach How often? Weekly (PLC, Instructional Leadership, Teacher Common Planning) Monthly (MTSS PLC, SPED PLC, Faculty/Staff Meetings)	
Math				
3-5 Year Goal: By Spring 2029, 62.7% of students will score proficient and distinguished in math.				
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 23% to 54.7%.				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:

Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning	KCWP 2: Design and Deliver Instruction	Classrooms will set goals for unit assessments for classroom goals and individual goals.	<p>Who will review progress? Principal Instructional Coach Special Education Instructional Coach Special Education Teachers Interventionist District Special Education Coach</p> <p>How often? Weekly (PLC, Instructional Leadership, Teacher Common Planning) Monthly (MTSS PLC, SPED PLC, Faculty/Staff Meetings)</p>	
Strengthen Tier 1 instruction by ensuring that teachers clearly understand their math HQR and implement them with integrity.	KCWP 2: Design and Deliver Instruction	Weekly PLC focusing on using the intellectual preparation cycle with their comprehension HQR.	<p>Who will review progress? Principal Instructional Coach Special Education Instructional Coach Special Education Teachers Interventionist District Special Education Coach</p> <p>How often? Weekly (PLC, Instructional Leadership, Teacher Common Planning) Monthly (MTSS PLC, SPED PLC, Faculty/Staff Meetings)</p>	
Strengthen Tier 1 instruction by ensuring that teachers implement the mathematical practices.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> --Deliver ready math implementation professional learning as needed during internalization --Provide PL in the mathematical practices --Track teacher progress through observations and coaching cycles 	<p>Who will review progress? Principal Instructional Coach Special Education Instructional Coach Special Education Teachers Interventionist District Special Education Coach</p> <p>How often? Weekly (PLC, Instructional Leadership, Teacher Common Planning) Monthly (MTSS PLC, SPED PLC, Faculty/Staff Meetings)</p>	
Strengthen Tier 1 instruction by ensuring that teachers implement our school Math Pockt creating schoolwide alignment in math language, strategies, and expectations.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> -- Build shared math language and practices across classrooms -- Provide professional learning for math instruction 	<p>Who will review progress? Principal Instructional Coach Special Education Instructional Coach Special Education Teachers Interventionist District Special Education Coach</p> <p>How often? Weekly (PLC, Instructional Leadership, Teacher Common Planning) Monthly (MTSS PLC, SPED PLC, Faculty/Staff Meetings)</p>	
Improve Data PLC Protocol	KCWP 4: Review, Analyze and Apply Data Results	<ul style="list-style-type: none"> -- Provide Data analysis Professional Learning -- Provide time to analyze data focusing on goals and determining next steps 		

Alignment to Needs: Optional Goals

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?

Rationale

State Assessment Results in science, social studies and writing

YES

Significant decrease in Proficient and Distinguished

Quality of School Climate

YEE

Continuous decline

Postsecondary Readiness (high schools and districts only)

NO

Priority Indicator #1: State Assessment Results

11

3-5 Year Goal: By spring 2029, students scoring proficient and distinguished in writing will improve from 6% to 69.1%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 6% to 62.5%.

Strategies (Plan)

KCWP Alignment

Activites (Do)

Progress Monitoring & Next Steps: (Study & Act)

Funding:

Implement a schoolwide writing instruction model that integrates The Writing Revolution (TWR) sentence- and paragraph-level strategies with our MyView HQJR writing units to improve the quality, consistency, and rigor of writing instruction across all grade levels.

KCWP 2: Design and Deliver Instruction

- Professional Learning Through OMEC on The Writing Revolution
- Participation in TWR training for administrators and teachers.
- Plan for schoolwide implementation beginning Fall 2026
- Upgrade TWR Strategies into MyWay Learning Units
- Upgrade existing writing expectations and anchor charts aligned to the standards
- Professional Learning
- Strengthen PLC Data Conversations Around Writing
- Use student writing samples to calibrate scoring, identify next steps, and determine needed TWR mini-lessons.
- Conduct walkthroughs focused on vocabulary, sentence work, and writing opportunities embedded in core instruction.

PLC agendas and data discussion- weekly in ILT

[illegible]

Priority Indicator #2 Quality of School Climate and Safety

3-5 Year Goal: By Spring 2029, our school index will improve from 70.9 to 85

Objective Goal: By Spring 2026, our school index will improve from 70.9 to 75.

Strategies (Plan)

KCWP Alignment

Activites (Do)

Progress Monitoring & Next Steps: (Study & Act)

Funding:

Implement/Refine/Monitor structures that promote opportunities for social-emotional learning and help students develop an understanding of schoolwide expectations and procedures.

KCWP 6: Establish Learning Environment and Culture

- Monitor consistency of Bronco Bucks, Leadership Clip-Up, and classroom celebrations.
- Track positive reinforcement frequency by grade level and ensure equitable access.
- Provide SEL & Trauma-Informed Coaching With District Partners (Stephanie Warner, Sarah Smith)
- Monitor Implementation Through Walkthroughs & Feedback Loops

Analyze data weekly in BLT

Interventionist and Full Time MTSS Behavior

[illegible]

