2025-2026 Phase One: Continuous Improvement Diagnostic for Schools (Crossroads Elementary)

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- 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.

Ben Monnett

September 18, 2025

2025-2026 Phase One: Executive Summary for Schools (Crossroads Elementary)

2025-2026 Phase One: Executive Summary for Schools

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
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Table of Contents

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?

Crossroads Elementary is located in the heart of Mt. Washington, Kentucky. The school is within a residential subdivision allowing students to easily walk or ride their bikes to school. Our community consists of approximately 485 students ranging from Head Start to Fifth Grade, and 68 faculty and staff. We are a Title I school with an active Family Resource Center. Currently, we have 60.6% of students qualify for the free and reduced lunch program. However, we are a CEP school, allowing all students to eat both breakfast and lunch for free. Our school has approximately 21% of our population who are identified as special education students and 13.7% participate in gifted education. Crossroads continues working to build community among all stakeholders by striving to develop trust and a sense of pride for students, teachers, parents, caregivers and the community. We are working to develop high expectations for all, strengthening a supportive Parent Teacher Association and establishing programs to enhance our students' learning through a Multi Tiered System of Supports, transition activities to our feeder middle school, transition from preschool and home to Kindergarten and through strong instructional practices.

School Stakeholders

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

Crossroads Elementary has an active PTA that engages with both the school and community to engage and support both our students, families and parents. In addition, our Family Resource Coordinator engages with various groups, including a grandparent support group and parent support group for parents of special needs students. We also have an active SBDM who engages in helping guide and direct the school with input. All of these groups are surveyed in order to gain insight into the needs of both the families and students. Those surveys are analyzed and used to prioritize our goals for our school and community.

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.

VISION: Every Child, Every Chance, Every Day!

MISSION: CES Is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

We worked diligently as a team to create our vision and mission statements for all our students. Our values focus on ensuring that all students are taught and given the opportunity to succeed.This tenet focuses on what we do, each and every day. We focus on providing each child what they need to succeed. All teachers spend time at the beginning of the school year and then throughout the year to teach expectations. Daily, students quote the Crossroads' ILEAD statement: "I am a Trailblazer. I Listen, Excel, Always Care and Do what is right. I am a Trailblazer, I LEAD." Throughout all settings, staff build the core expectation of listening, excelling, caring and doing what is 'right.' Students are recognized throughout the year for accomplishments and achievements: academically, behaviorally, socially, etc. We also implement character education programming to supplement our social deficits due to our socioeconomic level. Each day, our students' and teachers' engage in social emotional learning through the morning meeting, as well as a school-wide morning meeting each Friday. We encourage self-worth and instill hope in our students through various avenues including personal notes provided to students, teachers and other stakeholders.

Notable Achievements

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

Our school recently adopted the Character Strong curriculum for use as our primary Social-Emotional Learning platform. Teachers, students, and building leaders are consistently looking for ways to meaningfully integrate those things into our daily practice. Our school also includes intense, focused instruction in STEM on engineering and the engineering process. Our school is working to include mathematics and writing instruction within this process, as well. Areas of Improvement: Attendance held steady this past year, so we are working hard to increase our attendance by teaching student responsibility throughout the school year. Professional development is ongoing and an area of improvement for our teachers. We are working to pinpoint areas of growth for teachers and provide specific professional learning based on teacher reflection and need. Currently, we have several new staff members. Each new staff person is provided with a mentor and enrolled in district level programs to support a successful onboarding. Teachers are provided regular feedback on their instructional practice through walk-throughs and evaluation. Our instructional coach also provides support and completes instructional rounds, focusing on the strengths of teachers to increase effectiveness. Math Fluency is an area for growth. Based on our data, we need to work specifically with our special needs students to increase their fluency and comprehension for growth. Our target is to increase fluency across the school by 80% this year. Additionally, we're in the process of integrating new High-Quality Instructional Resources (HQIR) into all of our classrooms for reading and math. We're looking forward to tracking student growth and development through regular

benchmark assessments to track student progress and provided needed interventions as indicated by the data.

Areas of Improvement

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

Based on our data, we need to work specifically with our special needs students to increase their fluency and comprehension for growth. Our target is to increase fluency across the school by 80% this year. Additionally, we're in the process of integrating new High-Quality Instructional Resources (HQIR) into all of our classrooms for reading and math. We're looking forward to tracking student growth and development through regular benchmark assessments to track student progress and provided needed interventions as indicated by the data.

Additional Information

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

The Staffulty of Crossroads Elementary have worked to develop a true community school. We believe that the heart of the community is communication and openness. We communicate with others using social media, Weekly Newsletters, Thrillshare Rooms and other creative ways to build partnerships. We work consistently with members of our community to build those partnerships through DARE, PTA, 21st Century, Jr. Achievement and the FRC. Our commitment to providing future members of society makes our community partnerships a life-long communal responsibility.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report (Crossroads Elementary)

2025-2026 Phase One: School Safety Report

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Table of Contents

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.

YE

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

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

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

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

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

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

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

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

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

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

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

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

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

N/A (Elementary School with grades K-5)

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 (Crossroads Elementary)

2025-2026 Phase Two: School Assurances

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Table of Contents

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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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).

- o Yes
- o 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).

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: The Needs Assessment for Schools (Crossroads Elementary)

2025-2026 Phase Two: The Needs Assessment for Schools

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Table of Contents

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**
- o Yes

COMMENTS

See attachment

8b. KCWP 2: Design and Deliver Instruction

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

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

- o No
- **Yes**

COMMENTS

See attachment

8c. KCWP 3: Design and Deliver Assessment Literacy

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

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

- **No**
- o Yes

COMMENTS

8d. KCWP 4: Review, Analyze and Apply Data Results
Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

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

- o No
- **Yes**

COMMENTS

See attachment

8e. KCWP 5: Design, Align and Deliver Support Processes
Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

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

- o No
- **Yes**

COMMENTS

See attachment

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**
- o Yes

COMMENTS

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
Needs Assessment (Crossroads Elementary)		•

2025-2026 Phase Three: Comprehensive School Improvement Plan (CES)

2025-2026 Phase Three: Comprehensive School Improvement Plan

Crossroads Elementary
Benjamin Monnett
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Diagnostics

Table of Contents

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

CES Comprehensive School Plan 2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
CES Comprehensive School Plan 2026		• 1

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 Centers, 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.	The process for reviwing and analyzing data for the needs assessment includes multiple stakeholder groups. Accountability data for the 2024-2025 school year was reviewed with staff in early October at an optional staff meeting which was attended by a handful of staff members. This meeting was advertised in advance and visible on our school living calendar. In addition to this voluntary meeting, we met on a teacher work day to review our data and engage in a protocol to understand the trends and impacts of the data on our current and future work. Data and teacher feedback was reviewed and discussed within the Instructional Leadership Team (ILT) meeting as well and implications on teaching and learning was further discussed. In addition, information was shared at the School Based Decision Making (SBDM) Council in October where the trends and takeaways were discussed at length. At each of these meetings, the common theme was the impact that the large change from year to year had on our overall rating as a school. Discussion was centered on how to provide consistency within our instructional approach to limit the variability in production from our students. Furthermore, discussion around how better collect meaningful data throughout the year on common assessments, benchmarks, and other indicators as a way to be more intentional with supports of students was highlighted as an area of importance.
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?	**Reading Achievement** Our reading achievement on KSA declined overall from the previous year, but it was maintained on iReady in the year to year comparison. We believe this was due mainly in part to the implementaiton of a new reading curriculum and having to adjust that to existing practices. We had teahcers participate in a variety of professional learnings to support implementation. This year we will continue to focus on teachers use of fidelity around High Quality Instructional Resrouces/Curriculum to support student reading achievement. **Intervention (MTSS, RTI, etc..) Systems of Support** We did a good job last year of structuring our intervention time to support student at their levels of need. This included utilizing our Title I Funds to employ a certified intervetionist to join our team and support students. We anticipate adding a certified interventionist back into our work this year to further support our struggling students (which we have plenty of based on evidence from Benchmark testing). We also start implementing iReady MyPath more regularly into our students independent and individualized work time. One change we made from last year to this year is reworking our scheedule to allow for more focused time for our interventionist with their small groups. Previously they had split times with grade levels but our new schedule structure allows them to work continously with a grade level over the course of an hour. We anticipate this providing more reliable and valid times for our students to receive direct instruction at their level of need. One thing we want to do a better job about is intentionally tracking student growth towards grade level achievement in our benchmark testing system. We know based on logiludinal benchmark data that the iReady system can accurately predict how students will achieve on state accountability measures. As such, we want to increase our intentionality in student use; in particular shift our focus from time within the system to lessons completed as a measure of student use. Doing so will allow us to grow more students from where they currently are (which for some students is two or more grade levels below) to reading recovery and achievement at grade level.
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***	Recently released KSA Data incdicates that students achieved at the following percentage of Proficient/Distinguised in the following areas (3rd - 5th): -Reading = 31.7% (38% prior year) -Math = 29.4%. (33% prior year) -Writing = 40.7% (47% prior year) -Science = 20.9% (21% prior year) -Social Studies = 28.2% (37% prior year) iReady Data (K-5) from Fall Testing indicates students achieved at "Mid or Above Grade Level" at the following percentages: -Reading = 9% (7% prior year) -Math = 3% (2% prior year)
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***	Principal focus for the prior year was on increasing the percentage of teachers who responded favorably to the question: "How knowledgeable are your school leaders about what is going on in teachers' classrooms?" 2023 Impact Survey Data indicated that teachers responded favorably to that question at a rate of only 29% Based on informal feedback and data collection around that statement over the past year, most recent data collection (October 2025) indidcates that teachers (24 responses) responded to that same question at a rate of 83% response favorability. Teachers will be taking the bi-annual Impact Survey in the Winter of 2025.
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.	• 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.
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***	**These need to be answered in Cognia, not here.**

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 Centers, 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.	The process for reviwing and analyzing data for the needs assessment includes multiple stakeholder groups. Accountability data for the 2024-2025 school year was reviewed with staff in early October at an optional staff meeting which was attended by a handful of staff members. This meeting was advertised in advance and visible on our school living calendar. In addition to this voluntary meeting, we met on a teacher work day to review our data and engage in a protocol to understand the trends and impacts of the data on our current and future work. Data and teacher feedback was reviewed and discussed within the Instructional Leadership Team (ILT) meeting as well and implications on teaching and learning was further discussed. In addition, information was shared at the School Based Decision Making (SBDM) Council in October where the trends and takeaways were discussed at length. At each of these meetings, the common theme was the impact that the large change from year to year had on our overall rating as a school. Discussion was centered on how to provide consistency within our instructional approach to limit the variability in production from our students. Furthermore, discussion around how better collect meaningful data throughout the year on common assessments, benchmarks, and other indicators as a way to be more intentional with supports of students was highlighted as an area of importance.
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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***	Recently released KSA Data incdicates that students achieved at the following percentage of Proficient/Distinguised in the following areas (3rd - 5th): -Reading = 31.7% (38% prior year) -Math = 29.4%. (33% prior year) -Writing = 40.7% (47% prior year) -Science = 20.9% (21% prior year) -Social Studies = 28.2% (37% prior year) iReady Data (K-5) from Fall Testing indicates students achieved at "Mid or Above Grade Level" at the following percentages: -Reading = 9% (7% prior year) -Math = 3% (2% prior year)
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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***	These need to be answered in Cognia, not here.

	Spring I-Ready 2024	Spring I-Ready 2025	Change	KSA 2024 - 2025	KSA 2023-2024
Elementary Reading (all students)	34% P/D	34% P/D	-6.3%	31.7%	38.0%
Elementary Math (all students)	27% P/D	31% P/D	-3.6%	29.4%	33.0%
Elementary Writing (all students)			-6.3%	40.7%	47.0%
Elementary Science (all students)			-0.1%	20.9%	21.0%
Elementary Social Studies (all students)			-8.8%	28.2%	37.0%
	Spring I-Ready 2024	**Spring I-Ready 2025**	**Change**	**KSA 2024 - 2025**	**KSA 2023-2024**
Students w/Disabilities Reading (elementary)			-21.9%	19.1%	41.0%
Students w/Disabilities Math (elementary)			-26.5%	9.5%	36.0%
Students w/Disabilities Writing (elementary)				25.0%	NOT REPORTED
Students w/Disabilities Science (elementary)				15.0%	NOT REPORTED
Students w/Disabilities Social Studies (elementary)				0.0%	NOT REPORTED
	Spring I-Ready 2024	**Spring I-Ready 2025**	**Change**	**KSA 2024 - 2025**	**KSA 2023-2024**
EL Elementary Reading				NOT REPORTED	NOT REPORTED
EL Elementary Math				NOT REPORTED	NOT REPORTED
	Spring I-Ready 2024	**Spring I-Ready 2025**	**Change**	**KSA 2024 - 2025**	**KSA 2023-2024**
Economically Disadvantaged Reading (elementary)			-13%	27.7%	41.0%
Economically Disadvantaged Math (elementary)			-12%	23.8%	36.0%
Economically Disadvantaged Writing (elementary)			-5%	35.7%	41.0%
Economically Disadvantaged Science (elementary)			4%	22.5%	19.0%
Economically Disadvantaged Social Studies (elementary)			-10%	26.2%	36.0%
	Spring I-Ready 2024	**Spring I-Ready 2025**	**Change**	**KSA 2024 - 2025**	**KSA 2023-2024**
Homeless Students Reading (elementary)				NOT REPORTED	NOT REPORTED
Homeless Students Math (elementary)				NOT REPORTED	NOT REPORTED
Homeless Students Writing (elementary)				NOT REPORTED	NOT REPORTED
Homeless Students Science (elementary)				NOT REPORTED	NOT REPORTED
Homeless Students Social Studies (elem)				NOT REPORTED	NOT REPORTED
	Spring I-Ready 2024	**Spring I-Ready 2025**	**Change**	**KSA 2024 - 2025**	**KSA 2023-2024**
Gifted and Talented Reading (elementary)				NOT REPORTED	NOT REPORTED
Gifted and Talented Math (elementary)				NOT REPORTED	NOT REPORTED
Non-Academic Data					
Behavior (elementary)	Behavior Events = 451 (2024-2025) 2023-2024: 239 2022-2023: 188 Students Accounting for Events = 72 Top 5 Behavior Events -Physical Aggression (114 Events; 38 Students) -Disruptive Behavior (92; 34) -Disorderly Conduct (70; 17) -Disrespectful Behavior (69; 31) -Insubordination/Defiance (25; 10)				
Student Attendance (elementary)	Crossroads Elementary School Attendance Rate was 94.37%. The District Attenndance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64% .				
Quality of Climate Student Survey (elementary)	65.20%				

Trends 2-3 years	Strengths
Academic data show a continued need to improve overall proficiency in core content areas, as Reading (31.7%), Math (29.4%), and Social Studies (28.2%) all declined from the previous year, with particularly low Science performance at 20.9% Proficient/Distinguished. Benchmark data also indicate very few students are on grade level, with only 9% in Reading and 3% in Math scoring "Mid or Above Grade Level" on Fall iReady. While this is a slight increase from the previous year, we still have a large majority of students who are achieving well below grade level across ALL grades. Behavior remains a significant concern as behavior events have increased sharply over the past two years, rising from 188 to 451 events, with high rates of physical aggression and disruptive behaviors. A new behavior system for intervening and tracking student behavior has been put in place to address these issues. Culturally we're working to improve both the student and teacher experience by drilling down into specific aspects of issues across both stakeholder groups.	There are very few "strengths" in the traditional sense of the word! In regards to overall decreases in scores, our Math saw the lowest decline at 3.6%. The only area and subgrouop which we saw a growth was in our Economically Disadvanted students who increased by 4% in their Science Achievement. School culture shows a significant improvement in teacher perception of leadership, with favorable responses to the statement "How knowledgeable are your school leaders about what is going on in teachers' classrooms?" increasing from 29% to 83% (24 responses) between 2023 and October 2025 Additionally, student attendance remains a relative strength with a 94.37% attendance rate, exceeding the district rate of 93.22%. This can be viewed as "lead measure" with an anticipated "lag measure" of student growth and achievement to follow as students increased attendance will natrually lead to increased achievement.

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) or by year school meets the Achievement Gap sections of this planning template will be used by the district's representational 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, Baldridge, etc.);

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

KCWP 1: Design and Deliver Standards

KCWP 2: Assess and Diagnose Student Learning

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 disabilities scoring proficient and distinguised in reading will improve from 19% to 30%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Individualized Support and Instruction	KCWP 4: Review, Analyze and Apply Data Results	**Activity: MTSS/Intervention** *Planning and implementation of intentional student interventions during daily structured/scheduled times (W.I.N)* **Measure of Success:** *Documentation of student assignment and achievement in designated intervention groups. SPED teacher use of W.I.N time in meeting resource needs of students.* **Activity: iReady for Reading and Math** *Student use of iReady platform for benchmark diagnostic and individualized intervention supports (weekly acquisition of student engagement minutes on platform). Student tracking of Lessons Passed to include a minimum of 2 Lessons Passed per week. Additionally, student growth tracked exclusively on "Stretch Growth" for the purpose of recognition and support.* **Measure of Success:** *Documentation of iReady usage via teacher lesson/unit planning. Student reports of iReady usage and achievement.* **Activity: Special Education Staff PLC** *Professional Learning Communities consisting soley of Special Education staff and tailored to the develop of instructional, behavioral, and assessment practices that will benefit the special population they work with.* **Measure of Success:** *Documentation of PLC discussion, practice, and process development as evidenced by Agendas and data tracking*	**Who will review progress?** *Principal* *Instructional Coach* *Special Education Instrutional 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)*	**ESS Funds (State)** $11,000 **Title 1 (Federal)** $16,000 (Staffing) **Title 1 (Federal)** $22,000 (Curriculum Resources)
Curriculum Integration and Instructional Planning	KCWP 2: Design and Deliver Instruction	**Activity: UFLI & MyView Curriculum Implementation** *Implementation of structured phonics and reading curriculum supported by training and OVEC (Lynn Schwallie) and continued impelmentation of MyView Curriculum (2nd year of implementaiton).* **Measure of Success:** *Implementation of literacy strategies in classroom (as evidenced in teacher Lesson Plans and Observations)* **Activity: PLC Attendance** *Special Education staff attending grade level PLC to discuss student progress.* **Measure of Success:** *Professional Learning Communities (PLC) agendas, minutes discussing student achievement.* **Activity: Special Education Staff PLC** *Professional Learning Communities consisting soley of Special Education staff and tailored to the develop of instructional, behavioral, and assessment practices that will benefit the special population they work with.* **Measure of Success:** *Documentation of PLC discussion, practice, and process development as evidenced by Agendas and data tracking*	**Who will review progress?** *Principal* *Instructional Coach* *Special Education Instrutional 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)*	

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, students scoring proficient and distinguished will be greater than or equal to 70%.*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguised in reading will improve from 32% to 43%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Curriculum Integration and Instructional Planning	KCWP 2: Design and Deliver Instruction	**Activity: UFLI & MyView Curriculum Implementation** *Implementation of structured phonics and reading curriculum supported by training and OVEC (Lynn Schwallie) and continued impelmentation of MyView Curriculum (2nd year of implementaiton).* **Measure of Success:** *Implementation of literacy strategies in classroom (as evidenced in teacher Lesson Plans and Observations)* **Activity: iReady Math Curriculum Implementation** *Integration of iReady Curriculum for Math to support student growth and achievement.* **Measure of Success:** *Documentation of iReady usage via teacher lesson/unit planning.* *Student reports of iReady usage and achievement.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Interventionist* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	**ESS Funds (State)** $11,000 **Title 1 (Federal)** $16,000 (Staffing) **Title 1 (Federal)** $22,000 (Curriculum Resources)
Individualized Instructional Systems of Support	KCWP 4: Review, Analyze and Apply Data Results	**Activity: iReady for Reading and Math** *Student use of iReady platform for benchmark diagnostic and individualized intervention supports (weekly acquisition of student engagement minutes on platform). Student tracking of Lessons Passed to include a minimum of 2 Lessons Passed per week. Additionally, student growth tracked exclusively on "Stretch Growth" for the purpose of recognition and support.* **Measure of Success:** *Documentation of iReady usage via teacher lesson/unit planning.* *Student reports of iReady usage and achievement.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	
Intentional Intervention and Supports	KCWP 5: Design, Align and Deliver Support	**Activity: MTSS/Intervention** *Planning and implementation of intentional student interventions during daily structured/scheduled times that have been revised for the 2025-2026 school year to include increased consecutive intervention time with students and the Intervention Team (24-25 = two (2) 30 minute periods; 25-26 = One (1) consecutive hour)* **Measure of Success:** *Documentation of student assignment and achievement in designated intervention groups.* *Monthly PLC time designated for discussing student progress in interventions.* **Activity: Extended School Services (ESS)** *Planning and implementation of intentional student interventions through Extended School Services. Students at CES are eligible for a daytime waiver and before/after school support through ESS services.* **Measure of Success:** *Documentation of student assignment and achievement in designated intervention groups.* *Monthly PLC time designated for discussing student progress in interventions.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Interventionist* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	

MATH

3-5 Year Goal: *By Spring 2029, students scoring proficient and distinguished will be greater than or equal to 61.7%.*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguised in math will improve from 29% to 40%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Curriculum Integration and Instructional Planning	KCWP 2: Design and Deliver Instruction	**Activity: iReady Math Curriculum Implementation** *Integration of iReady Curriculum for Math to support student growth and achievement.* **Measure of Success:** *Documentation of iReady usage via teacher lesson/unit planning.* *Student reports of iReady usage and achievement.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Interventionist* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	**ESS Funds (State)** $11,000 **Title 1 (Federal)** $16,000 (Staffing) **Title 1 (Federal)** $22,000 (Curriculum Resources)
Individualized Instructional Systems of Support	KCWP 4: Review, Analyze and Apply Data Results	**Activity: iReady for Reading and Math** *Student use of iReady platform for benchmark diagnostic and individualized intervention supports (weekly acquisition of student engagement minutes on platform). Student tracking of Lessons Passed to include a minimum of 2 Lessons Passed per week. Additionally, student growth tracked exclusively on "Stretch Growth" for the purpose of recognition and support.* **Measure of Success:** *Documentation of iReady usage via teacher lesson/unit planning.* *Student reports of iReady usage and achievement.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	
Intentional Intervention and Supports	KCWP 5: Design, Align and Deliver Support	**Activity: MTSS/Intervention** *Planning and implementation of intentional student interventions during daily structured/scheduled times that have been revised for the 2025-2026 school year to include increased consecutive intervention time with students and the Intervention Team (24-25 = two (2) 30 minute periods; 25-26 = One (1) consecutive hour)* **Measure of Success:** *Documentation of student assignment and achievement in designated intervention groups.* *Monthly PLC time designated for discussing student progress in interventions.*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Interventionist* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?	Rationale
State Assessment Results in science, social studies and writing	NO	
English Learner Progress	NO	
Quality of School Climate and Safety	YES	We've seen a two year dip in our QSCS achievement
Postsecondary Readiness (high schools and districts only)	NO	
Graduation Rate (high schools and districts only)	NO	

QUALITY OF SCHOOL CLIMATE AND SAFETY

3-5 Year Goal: *By Spring 2029, our Quality of School Climate and Safety score will improve from 65.2 to 85 or greater.*

Objective/Goal: *By Spring 2026, our Quality of School Climate and Safety score will improve from 65.2 to 73 or greater.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
SEL Curriculum Implementation	KCWP 6: Establish Learning Environment and Culture	**Activity: Character Strong Curriculum Inegration** *Implementation of the Character Strong Curriculum for the 2025-2026 school year.* **Measure of Success:** *Tracking of teacher time spent on lesson implementation utilizing Character Strong online platform.* **Activity: Character Strong Walkthroughs** *Develop and impelment a walkthrough process/procedure to look for evidence of SEL Curriculum integration and impact on student perception of self, teachers, and the school as a whole.* **Measure of Success:** *Review of walktthrough data at Leadership Team Meeting, Grade Level PLC, and Faculty Meetings*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Counselor* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	
Student Recognition and Celebration Systems	KCWP 6: Establish Learning Environment and Culture	**Activity: Character Strong Recognitions** *Students recognized for exhibiting Character Strong Values that they are learning about in class. Shoutouts given on daily Morning Broadcast and at Weekly Morning Meeting* **Measure of Success:** *Tracking of students recognitions* **Activity: Quarterly Recognition Celebrations** *Quarterly Recognition Celebrations for students meeting behavioral (2 or Fewer Office Referrals) and Attendance (95% or Higher) expectations. Completed after each quarter of the school year.* **Measure of Success:** *Total number of students attending Quarterly PBIS Celebrations*	**Who will review progress?** *Principal* *Instructional Coach* *Classroom Teachers* *Counselor* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning, Weekly Schoolwide Meetings)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	
Counseling Support Services	KCWP 6: Establish Learning Environment and Culture	**Activity: Guidance Counseling Mini-Lessons** *Social, emotional, and behaviorally guidance lessons delivered by school Guidance Counselor to support student wellbeing and belonging.* **Measure of Success:** *Number of guidance lessons/sessions delivered by Counselor (Admin Team Calendar Mapping)* *Number of behavior incidents/write ups.*	**Who will review progress?** *Principal* *Classroom Teachers* *Counselor* **How often?** *Weekly (PLC, Instructional Leadership, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	
Targeted Discussion of Key Components of QSCS	KCWP 6: Establish Learning Environment and Culture	**Activity: Weekly QSCS Discussion Questions** Utilizing AI, we will take the QSCS questions and revise them into discussion concepts that can be presented to students in a discussion format. Additionally, teachers will take time to reinforce student understanding of the concepts behind the question. Additionally, we will create a formative check-in that students can take around key questions for feedback and support. **Measure of Success:** Teacher Feedback on Discussion Components and Data Review of Student Survey of Key Items	**Who will review progress?** *Principal* *Classroom Teachers* *Counselor* *Instructional Coach* **How often?** *Weekly (PLC, Instructional Leadership, Leadership Team, Teacher Common Planning)* *Monthly (MTSS PLC, Faculty/Staff Meetings)*	

Priority Indicator #2 (Name)

3-5 Year Goal: *By Spring 2029, students scoring proficient and distinguished in math will improve from _____ to _____.*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguised in math will improve from _____ to _____.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:

Priority Indicator #3 (Name)

3-5 Year Goal: *By Spring 2029, students scoring proficient and distinguished in math will improve from _____ to _____.*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguised in math will improve from _____ to _____.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding: