



2026 Phase 1 Continuous Improvement

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

09/08/2025

Lebanon Junction Elementary

- 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.

Daniel Mullins

September 8, 2025



2026 Phase 1 Executive Summary

2025-2026 Phase One: Executive Summary for Schools

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
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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?

Lebanon Junction Elementary is located within southern Bullitt County and currently has approximately 335 students enrolled in grades K-5 with an additional 15 students in preschool.

Lebanon Junction is classified as a Title 1 school with a population in which 68% of students qualify for free/reduced lunch. Through the Community Eligibility Provision program, all students at Lebanon Junction receive free breakfast and lunch every day. In addition, LJES has a special education population of 15% and a mobility rate of 3%. All staff members at Lebanon Junction Elementary are focused on delivering high quality, student-centered instruction that benefits the whole child. The instructional sequence that we utilize allows students to take an active role in their learning. The school is comprised of 13 regular education classrooms, one preschool (students attend M/T or W/TH), 2 LBD teachers, 1 EDB teacher, 1 MSD room, 1 speech pathologist, an MTSS Intervention Team that includes a certified teacher, Library Media Center, Family Resource Center, Instructional Coach, School Counselor, and Principal.

Throughout the week, students have access to classes for Practical Living and Career Studies and STEAM. Of the 25 certified teachers in the building, 4 are National Board certified. To meet the changing dynamics of our students and their families, the population of LJES is served through multiple means. In meeting the needs of families, group counseling is offered to address areas of need within families such as divorce, incarceration, drug-related issues, attendance, and abuse, among others. There is a significant population within the school that is being raised by grandparents. In addition to the school counselor, LJES elicits the help of outside community resources to meet the growing needs of students. A mental health therapist is in the building two days a week to work with individual students throughout the day. In the LJ community, there are few businesses with which to partner. There are small businesses, but the large majority of those who work must commute to neighboring cities to do so. According to state data from the Brigrance assessment, 70% of students entering Lebanon Junction Elementary are unprepared for the school setting, with scores on this assessment decreasing each year. Currently, only 30% of students are Kindergarten ready according to Brigrance. This is in part due to the lack of childcare opportunities available within the community, limiting quality childcare and learning opportunities. Based on Brigrance data, the average academic age of our Kindergarten class is 4.1 years.

Lebanon Junction Elementary currently offers the following programs: general and special education, gifted/talented education; preschool, Extended School Services (ESS), Academic Team, Archery, basketball, and school-wide Title 1 programs. In the past 7 years, the community of Lebanon Junction has been supported by The

Turnaround Center, a nonprofit organization that works to meet the needs of the families living in the community. The greatest impact The Turnaround Center has on the community is weekly hot meals and food baskets, with a significant number of meals served at each service. Though there are other services offered by The Turnaround Center, many families rely on the free meals and food baskets and giveaways in order to meet their daily needs.

School Stakeholders

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

The school stakeholder groups represent various roles that take part in the improvement planning process. We have a small PTA who organizes and supports the school as possible, but parent participation and visibility is limited to just a handful of parents. We present information about school improvement initiatives at parent nights, through SBDM, and through Title 1 initiatives, but participation and responses remain low.

Due to the location of LJES, community support is limited as resources are scarce. We do partner with the few businesses available, but many of the resources and support are given to the local high school, leaving the elementary school to fend for itself.

Teacher input is received in the form of surveys and staff discussion groups where improvement initiatives are discussed.

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.

Lebanon Junction Elementary is dedicated to the development of all students.

Our mission statement is: To provide an engaging community that prepares each student to grow as a thinker and be a productive member of society.

Our vision statement is: High Expectations Inspire Success for All.

Lebanon Junction Elementary aims to honor these essential values each and every day. All staff are to provide a safe emotional and physical environment, maintain respect among all individuals, and build awareness of individual responsibility. Our staff embodies our purpose through 3 main goals that will lead to improving our school achievement and culture. The three goals that our staff reached consensus upon are as follows:

- Build and maintain a positive school culture.

- Improve student achievement and growth.
- Improve student attendance.

Notable Achievements

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

LJES saw a decline in test scores based on the KSA administered in spring of 2024. All subject areas scored in the Medium category, dropping from yellow to orange based on the state indicator cut scores. The School Climate and Safety survey places LJES in the Medium category. Overall, LJES scored in the Orange category, a decline from the previous year. Students with Disabilities was at the low end of the Orange category, with a 7 point gap in the overall score (13 point gap in Reading/Math).

In the last year, LJES has placed an emphasis on literacy, focusing our efforts on building a love for reading. As a result, we have seen classroom and district assessment scores improve. The school has moved away from Foundations for teaching foundational reading skills and now uses UFLI in all grade levels to address core reading gaps, with the support of trainings presented by OVEC.

Areas of Improvement

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

In the next three years, LHES is striving to improve achievement in grades K-5. Improvement in this area will impact all others. With a recent shift from Foundations to UFLI, staff have been trained and are implementing UFLI in each class with our younger grades also implementing Heggerty.

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2026 Phase 1 School Safety

2025-2026 Phase One: School Safety Report

Lebanon Junction Elementary

Daniel Mullins

10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
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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 August 25, 2025

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the most recent date the school completed this discussion in the comment box.

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

Yes August 11, 2025

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

n/a

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

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

Yes

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

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

Yes

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

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

Yes



2026 Phase 2 School Assurances

2025-2026 Phase Two: School Assurances

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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.

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?

The process for reviewing and analyzing data for the needs assessment includes multiple stakeholder groups. Data is reviewed with the staff as appropriate in meetings and in PLCs. These meetings were advertised in advance and visible on our school calendar. Data was also shared with the SBDM Council in mid-March, advertised on the agenda as a public meeting with the data on the agenda as a topic. The school leadership team which meets on a weekly basis reviewed and analyzed data to determine trends across grade levels and schoolwide. Conversations with teachers focused on students performing at all levels and how best to meet their needs through MTSS, special education services, enrichment or other means. Individual student scores were analyzed to determine which students to target for improvement in specific areas.

The previous CSIP focused mainly on reading improvement. We continue to implement strategies to address our achievement gap with special education staff attending weekly PLCs so they can better collaborate and plan with classroom teachers. We have also trained our MTSS staff in iReady and UFLI so they can best support students as they push into the classroom and pull out for remedial services. We were unable to hire a trained certified interventionist last school year, but have one in place this year. We fully implemented Fundations in grades K-2 and On Demand writing benchmarks in all grades K-5. We have now moved from Fundations to UFLI in grades K-3. Fastbridge (now Literacy Tasks) and iReady are in use and data is used to guide instruction and team planning conversations. With several initiatives being implemented this year, we were unable to train staff in EL strategies or to train in Social Studies standards. These strategies will continue in the next CSIP as we continue to work toward improvement in all areas.

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.

Our district assessment (iReady) indicates positive movement for both reading and math. In the fall, 23% of students are scoring at the proficient level in Reading and 8% in math. When looking at the projected proficiency report, these numbers are much higher as we have a large group of students currently performing just below the cutoff for proficiency. We still have plenty of time to enrich and intervene for those students. KSA testing indicates that 46% of students are Proficient or Distinguished in Reading and 41% in Math. This is a positive trend for our school as both areas have been areas of focus. The gains are minimal, but we are making progress. We continue to push these two content areas and have implemented new curriculum in both. Science scores also continue to trend more positively. The proficiency slightly decreased, but students scoring in the Novice category decreased significantly. Social Studies and Writing also both made small gains but those are moves in the right direction.

The Quality of School Climate and Safety Survey (administered during KSA) shows improvement in both the areas of climate and safety. The number of office referrals continues to decrease each year, with 114 referrals in the 2024-2025 school year, down from 121 the prior year and 184 the year prior to that. All staff and students have access to mental healthcare through Care Solace, a district partner. Chronic absenteeism continues to hover around 20%, which much of our progress being wiped out by the flooding that occurred at the end of last school year forcing many families to focus on home rather than school attendance.

We will coordinate efforts with our community partners to meet the behavior needs of more students. We are working with Central Office staff to build capacity and content knowledge. Staff are also utilizing Community Share to bring community partners into their lessons to provide extensions and real world application.

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.

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

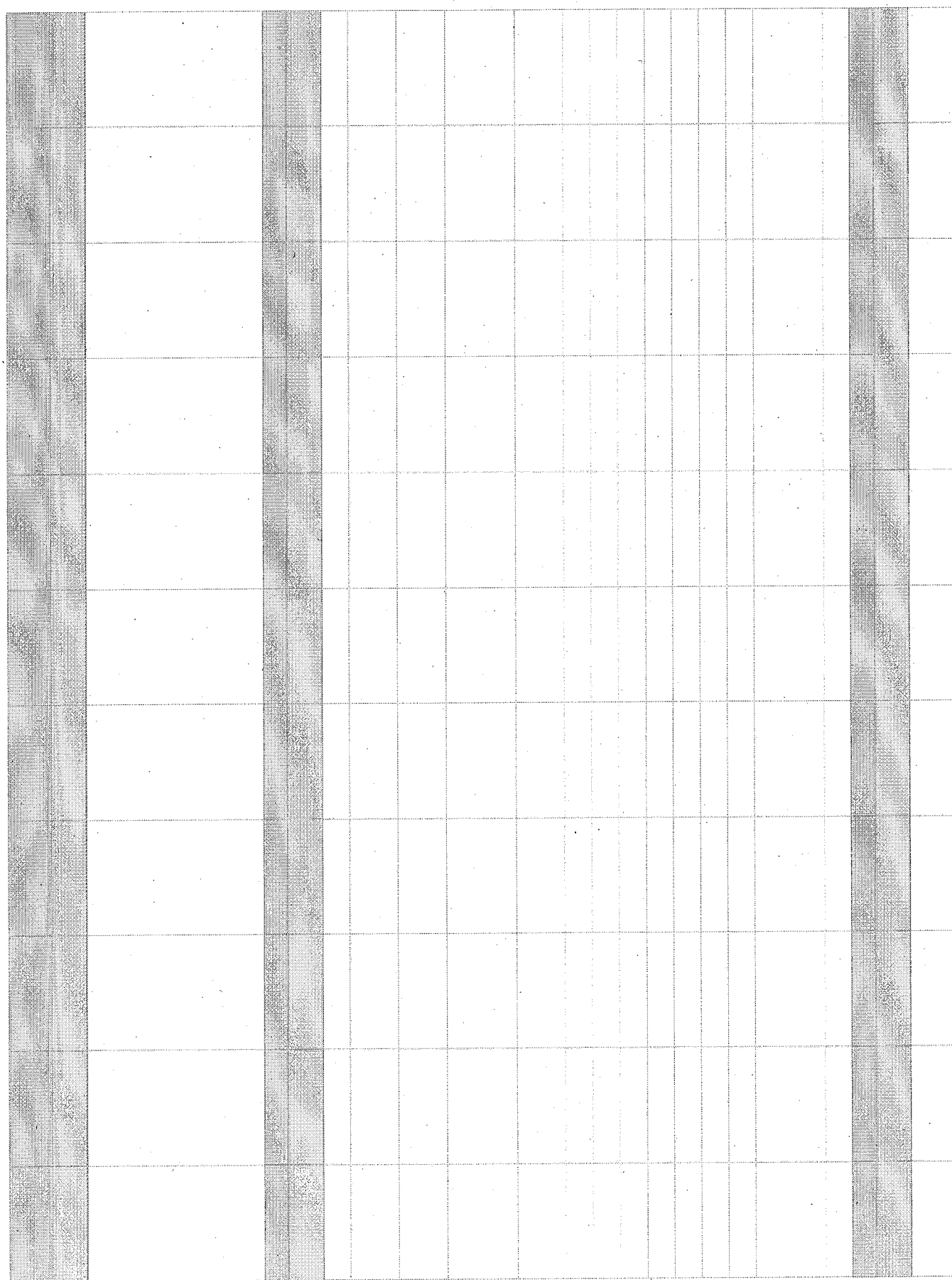
Activity: Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;

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			
<p>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.</p>			
<p>Objective/Goal: By Spring 2026, economically disadvantaged students scoring proficient and distinguished in reading will improve from 39% to 46%.</p> <p>Objective/Goal: By Spring 2026, economically disadvantaged students scoring proficient and distinguished in math will improve from 31% to 42%.</p>			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
<p>Improve teacher knowledge and implementation of ELA and math standards.</p>		<p>Certified interventionist works with Tier 3 students for reading and math intervention.</p> <p>Classified interventionists work with individual and small groups for reading and math intervention.</p> <p>Ready scores and achievement within domains are used to determine groupings and next instructional steps.</p>	<p>Monthly MTSS PLC where interventionists and classroom teachers collaborate to determine next steps and movement between tiers.</p> <p>Fall, Winter, Spring IReady score and Literacy Task score tracking for students with RIP plans to determine growth and needs.</p>
	KCWP 2: Design and Deliver Instruction	Professional learning based on text The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning by Callin R. Tucker & Katie Novak to be held in fall 2026.	Use of learned strategies within lesson plans and evidenced in classroom walkthroughs (ALE Walkthrough Tool) and official observations.
	KCWP 2: Design and Deliver Instruction	Staff participation in professional learning opportunities provided by OVEC, KCM Conference, Numeracy Counts Academy.	Tracking an increase in the number of staff participating in Math professional learning opportunities.
	KCWP 2: Design and Deliver Instruction	Following participation in these opportunities, staff return and lead a learning session for their colleagues.	Increase in strategy use across all grade levels as evidenced by lesson plans, classroom walkthroughs (ALE Walkthrough Tool) and official observations.
			\$20,000 Title I
			\$500 Section 6
			\$600 Section 6

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 in reading will improve from 45% to 66%.			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 45% to 50%.			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
	KCWP 2: Design and Deliver Instruction	UFL/Structured Literacy training with OVEC focused on morphology and vocabulary.	UFL unit assessments in classrooms
	KCWP 4: Review, Analyze and Apply Data Results	iReady data used to plan and intervene for students based on their path and mastery of skills, using the iReady toolbox for teachers.	Fall, Winter, Spring iReady score increase in vocabulary domain Fall Winter, Spring iReady data dissection to determine next steps for students
	KCWP 1: Design and Deploy Standards	Essential standards work - staff use the essential standards to create lessons using the HQIR as a resource	iReady scores used to determine student grouping for small group instruction and intervention Weekly WIN time plans reflect iReady needs from students' MyPath PLC time devoted to working through essential standards to determine the big rocks
			\$3,017 Title I
Math			
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 40% to 68%.			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 40% to 48%.			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
	KCWP 1: Design and Deploy Standards	K-5 Vertical alignment opportunities to align instruction using HQIR to align common math language, manipulatives, and strategies with standards.	Vertical alignment teams meet on Bullitt Days/faculty meetings to align HQIR and ensure that all essential standards are being taught
		iReady data used to plan and intervene for students based on their path and mastery of skills, using the iReady toolbox for teachers.	Manipulative sets created for each grade level/unit to ensure ease of use and inclusion in instruction Fall Winter, Spring iReady data dissection to determine next steps for students
			iReady scores used to determine student grouping for small group instruction and intervention Weekly WIN time plans reflect iReady needs from students' MyPath
			\$2500 Section 6
			\$3,017 Title I

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	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:	
State Assessment Results in science, social studies and writing	YES	This is the area with the greatest impact on scores. LSES scores moderately high on the School Climate Survey. Targeting Science, Social Studies and Writing will improve academics across areas.		Spring 2025 Continue training and working with staff in designing authentic learning experiences that align with content standards.		
English Learner Progress	NO					
Quality of School Climate and Safety	NO					
Priority Indicator #1 (Social Studies)						
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in social studies will improve from 36% to 67%.						
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 36% to 44%						
Improve teacher knowledge and implementation of social studies standards.	KCWP 1: Design and Deploy Standards	Teachers will be trained in reading the Social Studies standards in order to use them for planning authentic learning experiences that align with the Kentucky Academic Standards.		Fall 2026 Train staff in Document Based Questions (DBQ)	\$0	
	KCWP 2: Design and Deliver Instruction	Send staff to train in DBQ (Document Based Questions) and have them provide training to staff so it can be implemented in classrooms, providing students with additional opportunity to see and respond to rigorous text through writing.		Fall 2026 Spring 2027 Provide 2-3 opportunities each month for students to participate in a DBQ writing experience	\$1000 Section 6	
Priority Indicator #2 (Writing)						
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 39% to 62%.						
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 39% to 45%						
Improve teacher knowledge and implementation of writing standards.	KCWP 4: Review, Analyze and Apply Data Results	Students in grades 3-5 will participate in live scoring of short response, extended response and on demand writing pieces during which time they will receive immediate feedback for improvement.		Monthly live scoring in each classroom 3-5 where students participate in short response, extended response, and on demand while receiving immediate feedback from staff including the classroom teacher, support staff, special education staff, and leadership.	\$0	
	KCWP 1: Design and Deploy Standards	Staff participate in professional learning to develop their Writer's Workshop strategies and design opportunities for students to build a love for writing.		Fall 2026 staff participate in professional learning to prepare design and plan for Writer's Workshop in their classroom.	\$0	
	KCWP 2: Design and Deliver Instruction	Staff participate in book study with the text The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades by Judith C. Hochman and Natalie Wexler.		Fall 2026 train staff in using the CPW3 writing method.	\$500 Section 6	

[illegible]