



2025-2026 Phase One: Continuous Improvement Diagnostic for
Schools_09182025_11:45

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

*Approved by
SBD M ch
10-21-25
Leslie
Weihe*

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools	3
--------------------------------------------------------------------	---

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.
Leslie Weihe, 9-18-25



2025-2026 Phase One: School Safety Report_09182025_11:48

2025-2026 Phase One: School Safety Report

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Table of Contents

<u>2025-2026 Phase One: School Safety Report</u>	<u>3</u>
--------------------------------------------------	----------

2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

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

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

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

neglect.

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

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes



2025-2026 Phase One: Executive Summary for
Schools_09182025_11:47

2025-2026 Phase One: Executive Summary for Schools

*Approved by
SBDM on
10-21-25.
Leslie
Weihe*

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Table of Contents

<u>2025-2026 Phase One: Executive Summary for Schools</u>	<u>3</u>
-----------------------------------------------------------	----------

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?

Mt. Washington Elementary (MWES) is located in Mt. Washington, Kentucky, and serves 546 students in preschool through fifth grade. The school is part of Bullitt County Public Schools, which includes 13 elementary schools, 6 middle schools, 3 high schools, the Bullitt Alternative Center, the Riverview Opportunity Center, the Bullitt County Area Technology Center, the Bullitt Advanced Math and Science (BAMS) Center, and the Career Readiness Center. Bullitt County is located directly south of Louisville and is the Commonwealth's seventh-largest school district.

At MWES, the average per-pupil expenditure is \$14,104 annually, with a student-to-teacher ratio of 24:1. The teaching staff is highly qualified, with 28.6% holding a Bachelor's degree, 67.9% holding a Master's degree, 28.6% achieving Rank certification, 14.3% earning a Specialist Degree, and 4.7% recognized as National Board Certified teachers.

Students at MWES have access to a wide range of extracurricular activities, including Archery, Basketball, Broadcast, Academic Team, Chess Team, Track Team, Fellowship of Christian Athletes, Student Technology Leadership Program, Choir, and Safety Patrol. In addition, students participate in Related Arts classes such as STEM Lab, Media (Library), Physical Education, and Music (Performing Arts), which enrich their learning experience.

MWES is strongly supported by its community, which contributed over 3,000 volunteer hours during the 2024-2025 school year. This partnership between families, staff, and the community reflects a shared commitment to providing students with a safe, engaging, and high-quality educational experience.

School Stakeholders

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

Each group within the school community plays a distinct role in the Comprehensive School Improvement Plan (CSIP) process.

The school leadership team, which includes the instructional coach, the assistant principal, counselor, and principal meets weekly to analyze both academic and non-academic data in order to assess school needs. Using the Plan-Do-Study-Act (PDSA) improvement model, principals identify areas of opportunity and develop actionable plans aligned to the school's CSIP goals. Additionally, principals meet bi-

weekly with district leaders to review PDSA plans, monitor progress on action steps, and evaluate data outcomes.

The teaching staff also engages in weekly data review through Professional Learning Communities (PLCs). These meetings focus on analyzing Common Formative Assessments and online program data (such as iReady) to identify trends. PLC teams collaborate to design targeted interventions and extensions for students while also monitoring progress toward CSIP goals.

The SBDM Council provides oversight from a broader perspective. Rather than focusing on individual student data, the council examines overall school performance. Four SBDM committees support this work by using data aligned to their specific purpose and function. The PTA is also informed about aspects of the CSIP, including school goals and progress updates.

The Family Resource Center (FRC) strengthens community engagement by partnering with local businesses and churches. During advisory meetings, the FRC coordinator shares data such as the State Report Card and other assessment results to highlight school needs and progress.

All meetings across these groups are documented within a shared Google platform that includes a living calendar and detailed meeting minutes, ensuring transparency and continuity in the CSIP process.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The current purpose statement of Mt. Washington Elementary is "Every Child – Every Day." Our vision is to empower all students to learn, lead, and make a difference. This vision statement was revised in the fall of 2025 to reflect the school's ongoing commitment to student growth and success.

The mission of the school is to provide all students with opportunities to engage in rigorous, collaborative, and meaningful learning experiences that foster reflective, lifelong learners and prepare them to become successful leaders in the 21st century. By the end of the 2025-2026 school year, MWES will adopt a new mission statement aligned with the district's objective: "To inspire and equip students to succeed in life."

MWES fully embraces the Positive Behavior Interventions and Supports (PBIS) framework through school-wide expectations: Be Respectful, Be Responsible, Be Cooperative, and Be Your Best. Students are reminded of these expectations daily, praised for demonstrating them, and rewarded through verbal recognition and a point system that contributes to both individual and class celebrations.

We embody our vision and mission through a variety of academic and behavioral programs. These include Character Education through the Character Strong program, the WIN (What I Need) intervention block for reading and math, and a robust MTSS framework that supports students' academic and behavioral needs. Teachers collaborate within Professional Learning Communities (PLCs) and through co-teaching with special education staff to ensure all students have access to high-quality instruction.

MWES also prioritizes technology integration to enhance instruction. With a 1:1 Chromebook ratio for all students and interactive televisions in every classroom, technology is a consistent and essential part of daily teaching and learning.

Notable Achievements

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

At Mt. Washington Elementary, attendance is a top priority. Our annual attendance rate consistently exceeds 95.77%, the highest in the district for the past two years, and we maintain one of the lowest rates of chronic absenteeism. For the 2025–2026 school year, we have set ambitious goals of achieving a 96% daily attendance rate and reducing chronic absenteeism to 7%, ensuring that students are present and engaged in learning every day.

MWES is also proud of its strong partnership with parents and families. Our Parent Teacher Association (PTA) is highly active and dedicated, working tirelessly to provide support for both students and staff. Alongside community volunteers, parents contributed more than 3,000 volunteer hours last year, assisting with a wide variety of activities inside and outside the classroom.

The school is further supported by a committed Family Resource Center (FRC), which plays a vital role in helping to remove barriers to learning. By supporting students, families, and staff, the FRC is a critical factor in ensuring MWES reaches its goal of proficiency for all learners.

An additional program, the Hallway Heroes initiative, allows adults and guardians to volunteer in classrooms, read with students, assist in the cafeteria, and serve in other schoolwide roles. This program has received overwhelming support from the community, and students eagerly look forward to seeing the Hallway Heroes throughout the building each day.

Academically, MWES has embraced two new High-Quality Instructional Resources (HQIRs): Savvas myView Reading and iReady Math. These resources equip teachers with powerful tools to provide rigorous, differentiated instruction and better address the needs of all students.

By prioritizing strong attendance, cultivating family and community partnerships, and implementing high-quality instructional resources, Mt. Washington Elementary is building a solid foundation for student growth, achievement, and long-term success.

Areas of Improvement

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

Mt. Washington Elementary is focused on continuing to demonstrate growth in both academics and behavior. A key priority is refining our Multi-Tiered System of Supports (MTSS) to ensure it effectively addresses the academic and behavioral needs of all students. Additionally, strengthening our core instruction through the consistent and effective use of newly adopted High-Quality Instructional Resources (HQIRs) remains a focus, ensuring every student receives rigorous, engaging, and grade-level appropriate learning opportunities.

Additional Information

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

Mt. Washington Elementary (MWES) is committed to maintaining open and effective lines of communication with families and the community. The school utilizes multiple platforms including Facebook, email, phone calls, Infinite Campus, and the district BCPS app to ensure timely updates and important information are shared. Strengthening communication remains an ongoing annual goal, designed to keep parents informed and engaged while also fostering strong connections with the broader community.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2025-2026 Phase Two: The Needs Assessment for
Schools_10022025_13:41

2025-2026 Phase Two: The Needs Assessment for Schools

*Approved by
SBDM on
12-16-25
Leslie
Weihe*

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	9

2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

See attachment.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

See attachment.

Trends

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

Example of Trends

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

See attachment.

Current State of Academics and Climate and Culture

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

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

See attachment.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities

- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

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

Strengths

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

Example:

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

Leverages/Assets

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

Examples:

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

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

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

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

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

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

☐ No

☒ Yes

COMMENTS

- Transformational Learning Walkthrough Tool to collect data and provide feedback on instructional practices
- Implementation of instructional practices through use of MyView reading curriculum and iReady math curriculum
- Staff participating in state LETRS literacy program and Math Numeracy Counts Academy
- PLC collaboration on designing and implementation of high quality instruction
- Implementation of school wide Character Strong SEL lessons
- Instructional Coaching opportunities with Special Education, Instruction, and Digital Learning Coaches
- Professional Learning Opportunities to support instruction and behavior in classroom

8c. KCWP 3: Design and Deliver Assessment Literacy

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

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

☒ No

☐ Yes

COMMENTS

N/A

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

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

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

☐ No

☒ Yes

COMMENTS

- Create and/or analyze Common Formative Assessments during PLC meetings
- Analyze and reflect on Transformational Walkthrough data
- Analyze daily exit slips to drive instruction for Tier 1 and Tier 2 teaching purposes
- Analyze iReady Math and Reading results to identify Tier 2 and Tier 3 instructional groups
- Monitor MTSS academic and behavior progress data and implement targeted interventions

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

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

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

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

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

☒ **No**

☐ Yes

COMMENTS

N/A

9

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>MWES: Needs Assessment</u>		.

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?

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

The data analysis process at Mt. Washington Elementary is a collaborative effort involving the Instructional Coach, Assistant Principal, Counselor, and Principal. This team meets weekly to review academic and non-academic data, identify schoolwide needs, and develop action steps using the Plan-Do-Study-Act (PDSA) model. The Principal participates in bi-weekly PPSA (Personalized Principal Support Approach) meetings with district representatives to review the school's PPSA plan, monitor progress, and adjust improvement strategies as needed. Key data—such as KSA results, ELEOT observations, and behavior outcomes—is shared with staff during Built Days and Faculty Meetings to ensure alignment and transparency.

Teachers meet weekly in PLCs to analyze Common Formative Assessments (CFAs) and other formative data to identify trends, plan interventions, and design enrichment opportunities that support all students. The SBDM Council reviews schoolwide performance data to inform decision-making, monitor progress toward goals, and ensure continuous improvement. All meetings and minutes are documented in the MWES Google Hub and posted on the school website, which includes a live calendar for accessibility and accountability.

Our overall goals and progress show significant growth in reading and steady progress in mathematics, with a clear reduction in the number of students performing at the novice level. This improvement is especially evident within our special education population, where we not only reduced novice performance but also increased the percentage of students reaching proficiency. These gains reflect our collective focus on data-driven instruction, targeted interventions, and the use of high-quality resources to support all learners in achieving success.

During the previous school year, Mt. Washington Elementary successfully implemented key goals, objectives, and strategies outlined in our Comprehensive School Improvement Plan (CSIP). Instructional practices were strengthened through the use of the Savvas MyView Reading Curriculum, the i-Ready Universal Screener, and i-Ready personalized instructional reports, which guided data-driven decision-making and targeted instruction.

Our MTSS systems flowchart and supports timeline provided structure and consistency for Tier 2 and Tier 3 interventions, addressing both academic and behavioral needs. In mathematics, teachers implemented high-quality instructional practices that emphasized problem-solving, conceptual understanding, and the use of formative assessment to guide instruction.

Teachers received feedback on lesson plans, helping refine instructional strategies and align them with school-wide expectations for effective teaching and learning. Additionally, two of our special education teachers participated in the THRIVE Academy, gaining valuable knowledge and support in instructional best practices during their first year of teaching.

These successes demonstrate a strong foundation for continued growth. The results from last year's implementation will inform this year's plan by reinforcing the importance of ongoing data analysis, intentional intervention supports, and professional learning that equips teachers with tools to meet the diverse needs of all students.

Kentucky Summative Assessment (KSA) results indicate a positive upward trend in reading achievement over the past two years. The percentage of students scoring proficient or distinguished increased from 44% to 49%, representing a 5% growth. During this same period, novice and apprentice levels decreased from 56% to 51%. This improvement reflects the successful implementation of the High-Quality Instructional Resources (HQIR) Savvas MyView Reading, which provides a balanced literacy framework that integrates reading, writing, speaking, and listening through authentic, standards-aligned texts.

KSA mathematics data also demonstrates sustained growth, with proficiency rising from 35% to 47%, a 12% increase, and novice/apprentice performance decreasing from 65% to 53% over two years. This growth coincides with the first year of implementing the HQIR i-Ready Math, which emphasizes conceptual understanding, reasoning, and real-world problem-solving.

Teachers leverage i-Ready data and MyPath for personalized instruction, ensuring students receive targeted support aligned to their skill levels. Additionally, seven teachers and the principal are actively participating in the Numeracy Counts Academy, deepening their understanding of mathematical progressions and research-based instructional practices. Their learning has strengthened Tier 1 instruction and contributed to greater alignment and consistency across grade levels.

Students with disabilities also showed progress in math, with proficiency increasing from 9% to 10%, and one student moving from apprentice to proficient. Continued professional learning through the Numeracy Counts Academy for special education staff has helped bridge learning gaps and strengthen conceptual understanding through small-group and co-teaching models.

Overall, Mt. Washington Elementary shows upward trends in both reading and math achievement, driven by the integration of HQIRs (Savvas MyView and i-Ready Math), consistent use of data-informed instruction, and targeted intervention structures such as WIN time. These results demonstrate that teachers are effectively using multiple data sources—including Kentucky Summative Assessments and i-Ready benchmark diagnostics—to guide instruction, close gaps, and ensure that every student continues to make meaningful academic progress.

- 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

Data from the MWES Phase II: 2026 CSIP Needs Assessment provides a clear picture of the positive and improving climate and culture at Mt. Washington Elementary.

Student attendance continues to trend upward, increasing from 95.18% to 95.77%. The percentage of chronically absent students decreased from 11.63% to 7.02%, a reduction of 4.61%. This improvement places Mt. Washington Elementary as the school with the highest attendance rate in Bullitt County Public Schools. The school holds monthly attendance meetings to discuss individual students, identify barriers, and implement targeted supports to promote consistent attendance and family engagement.

Behavior data also show significant improvement. The percentage of students without an office referral rose from 85% to 93%, an 8% decrease in referrals overall. This success is attributed to the Positive Behavioral Interventions and Supports (PBIS) framework and the commitment of the PBIS committees to reinforce expectations and provide proactive behavioral supports. Staff training and consistent Tier 2 interventions have contributed to a safer, more structured, and positive learning environment.

Results from the Quality of School Climate Survey reflect a slow but steady upward trend in student perceptions of belonging and encouragement. Students who reported feeling like they are part of the school increased from 76.9% to 79.1%, while the statement, "My school is a place where students feel encouraged" rose from 73.3% to 74.6%. Teachers have supported this growth by intentionally reviewing survey questions with students and discussing ways to continue improving the school environment, fostering shared ownership and pride in the school culture.

Staff members have access to ongoing high-quality professional learning, including participation in programs such as the Numeracy Counts Academy and THRIVE Academy. These opportunities strengthen instructional practices, leadership capacity, and collaboration across teams. This culture of continuous improvement supports staff retention and morale by aligning professional growth with student success.

Family and community involvement remain central to Mt. Washington Elementary's success. Regular events such as family literacy nights, parent-teacher conferences, and community partnerships strengthen relationships and encourage active participation in school life. The Family Resource Center provides additional supports to ensure students and families have access to needed resources, promoting overall well-being and engagement.

Mt. Washington Elementary's culture is characterized by consistent improvement across attendance, behavior, and climate indicators. Increased attendance, reduced office referrals, positive student perceptions, and strong professional learning systems demonstrate a cohesive, supportive environment that promotes academic and social-emotional success for all students.

- 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.**

Mt. Washington Elementary and Bullitt County Public Schools will continue to build on identified strengths and leverage community partnerships to support continuous improvement across academic and non-academic areas. The school's greatest assets are its collaborative staff, engaged families, and strong community connections that work together to enhance student learning and well-being.

The district will utilize community and business partnerships to provide authentic learning experiences that connect classroom instruction to real-world applications. Partnerships with local businesses, civic organizations, and Bullitt East High School create mentoring and service opportunities that promote leadership, collaboration, and community contribution. Family engagement events—such as Family Literacy Nights, Donuts with Growups, and community reading initiatives—strengthen home-school relationships and reinforce the importance of attendance and academic success.

To improve instructional outcomes, MWES will continue to capitalize on the professional learning strengths of its staff. Teachers and administrators participating in the Numeracy Counts Academy and THRIVE Academy will share their learning through PLCs, coaching, and peer collaboration to build collective instructional capacity. The implementation of high-quality instructional resources, such as Savvas MyView and i-Ready Math, ensures alignment to standards and equitable access to rigorous instruction.

The PBIS and MTSS frameworks will remain a district-supported structure to address both academic and behavioral needs. Regular data meetings, Tier 2 and Tier 3 intervention supports, and attendance monitoring help ensure that all students receive timely, individualized assistance. Collaboration with the district's Family Resource Center, mental health providers, and social workers will continue to provide wraparound support for students and families facing barriers to success.

Through intentional collaboration, shared professional learning, and strong community partnerships, Bullitt County Public Schools and Mt. Washington Elementary will continue to use their collective strengths to close achievement gaps, sustain positive behavior trends, and cultivate a safe, engaging, and inclusive environment for all learners.

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.

These are answered in Cognia.

- 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**

	Spring I-Ready 2025	Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change	Notes & Data Sources	Strategies	Leverages/Assess
Economically Disadvantaged Writing (elementary)				PD -46%	PD-21%	-25	Our KSA scores show a significant increase from 74% to 89%. This indicates improved writing skills across the district. The results are used to identify student strengths, address learning gaps, and adjust instruction to ensure each student continues to grow and progress toward mastery.	Our teachers are intentionally creating more authentic opportunities for students to engage in on-demand writing. We have implemented targeted support and meaningful feedback to help students strengthen their writing skills, build confidence, and apply writing strategies across all content areas.	
Economically Disadvantaged Science (elementary)				PD -23%	PD-24%	+1		See science above.	See science above.
Economically Disadvantaged Social Studies (elementary)				PD -23%	PD-15%	-8	Our KSA scores show a slight increase of proficiency and reading strategy on notes and opportunities. Our KSA scores an increase in notes and opportunity from 77% to 85%, and a 8% decrease in proficiency.	See social studies above.	See social studies above.
Homesless Students Reading (elementary)	Spring I-Ready 2025	Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		Strategies	Leverages/assess
Homesless Students Math (elementary)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Homesless Students Writing (elementary)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Homesless Students Science (elementary)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Homesless Students Social Studies (elem)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Student Attendance (Elementary)	Spring I-Ready 2025	Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change	Our attendance trend shows a continued increase in overall student attendance, reflecting strong family engagement and effective school-wide attendance initiatives.	A key strength in student behavior is the positive impact of the systems we have in place through our PBIS framework. The PBIS committee plays a vital role in promoting consistency, reinforcing school-wide expectations, and providing proactive supports that help reduce office referrals and create more positive, structured learning environments for all students. The past few years, highlighted by a steady increase in overall attendance rates and a decrease in the percentage of chronically absent students.	An important leverage point and asset for our school is the consistent support provided to students in Tier 2. Staff members work collaboratively to deliver targeted interventions and monitor progress to ensure they receive the support needed.
Student Attendance (Elementary)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Student Attendance (Elementary)	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Non-Academic Data Behavior (elementary)				95% of students did not have an office referral	93% of students did not have an office referral.	We decreased the number of students receiving Office referrals by 9%.	Our behavior data shows a positive trend with a decrease in office referrals.	A key strength in student behavior is the positive impact of the systems we have in place through our PBIS framework. The PBIS committee plays a vital role in promoting consistency, reinforcing school-wide expectations, and providing proactive supports that help reduce office referrals and create more positive, structured learning environments for all students. The past few years, highlighted by a steady increase in overall attendance rates and a decrease in the percentage of chronically absent students.	An important leverage point and asset for our school is the consistent support provided to students in Tier 2. Staff members work collaboratively to deliver targeted interventions and monitor progress to ensure they receive the support needed.
Standard Attendance (elementary)				School attendance was 85.18%. Our chronic absence percentage was 11.85%	School attendance was 85.77%. Our chronic absence percentage was 7.02%	MA increased our attendance 0.59%. Our chronic absence has decreased by 4.81%. IMVES was the highest maintenance for all Bell County public schools.			
Quality of Climate Student Survey (elementary)				74.50%	75.50%	+0.9	The trend in our Quality of School Climate Survey shows a slow but steady increase, indicating ongoing growth in positive perceptions of school culture, teacher effectiveness, and overall student and staff satisfaction.	A key strength from our Quality of School Climate Survey is that students feel a strong sense of belonging at our school. The percentage of students who reported feeling like they are part of our school increased from 76.9% to 78.1%. Additionally, the statement "My school is a place where students feel encouraged" rose from 73.5% to 74.6%, reflecting our continued effort to build a supportive and inclusive learning environment.	A key leverage point is that teachers are intentionally reviewing the meaning of each survey question with students and engaging them in discussions about ways to improve our school. This reflective process helps students take ownership of the school climate and encourages them to contribute positively and encouraging places to learn.



2025-2026 Phase Three: Comprehensive School Improvement
Plan_11022025_17:48

2025-2026 Phase Three: Comprehensive School Improvement Plan

Approved by
SBDM on
12-16-25.
Leslie
Weihe

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

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



MWES: Phase 3 CSIP Goal Builder

MT. Washington Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>MWES: Phase 3 CSIP Goal</u> <u>Builder</u>		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

Operational Definitions

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

Goal: Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;

Objective: Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;

Strategy: *An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., Six Sigma, Shipley, Baldrige, etc.);*

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Progress Monitoring: Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

Funding: Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting

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

Achievement Gap Goal

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective/Goal: *By Spring 2026, economically disadvantaged students scoring proficient and distinguished in reading will improve from 31% to 41%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
iReady Personalized Instruction	KCWP 4: Review, Analyze and Apply Data Results	Students will complete their weekly required minutes in iReady Personalized Instruction for reading and math and demonstrate success by passing lessons with at least 70% accuracy.	Measure of Success: Meeting Weekly Personalized Instruction Passed Lessons and Show growth in iReady Diagnostic / Universal Screener Who will review progress? Leadership Team and Teachers How often? Weekly for Personalized Instruction and 3 times a year for iReady Diagnostic	\$6,936
	KCWP 4: Review, Analyze and Apply Data Results	Identified students will receive targeted supports and interventions to promote growth, using prerequisite reports and iReady Teacher Toolbox lessons to address specific skill needs.	Measure of Success: Progress monitoring from AIMS Web and/or Literacy Task Who will review progress? MTSS Leadership Team How often? Every 6 weeks	\$0
MTSS (Multi-Tiered System of Support)				

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 improve from 48% to 72%*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 48% to 53%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implementation of HQIR- MyView Reading Curriculum	KCWP 2: Design and Deliver Instruction	Implementation of high-quality instructional practices through consistent use of Savvas MyView reading curriculum to strengthen Tier 1 literacy instruction. Support will be provided through designated teacher planning days to strengthen implementation and instructional practices.	Measure of Success: iReady Universal Screener and iReady personalized instructional reports Who will review progress? Instructional Leadership Team. Faculty, SBDM How often? 3 times a year for iReady universal screener and monthly for personalized instructional reports	\$13, 488.74
Ready Personalized Instruction	KCWP 4: Review, Analyze and Apply Data Results	Students will complete their weekly required minutes in iReady Personalized Instruction for reading and demonstrate success by passing lessons with at least 70% accuracy.	Measure of Success: Meeting Weekly Personalized Instruction Passed Lessons and Show growth in iReady Diagnostic / Universal Screener Who will review progress? Leadership Team and Teachers How often? Weekly for Personalized Instruction and 3 times a year for iReady Diagnostic	\$6,936
MTSS (Multi-Tiered System of Support)	KCWP 4: Review, Analyze and Apply Data Results	Identified students will receive targeted supports and interventions to promote growth, using prerequisite reports and iReady Teacher Toolbox lessons to address specific skill needs.	Measure of Success: Progress monitoring from AIMS Web and/or Literacy Task Who will review progress? MTSS Leadership Team How often? Every 6 weeks	\$0
Authentic Learning Experiences	KCWP 2: Design and Deliver Instruction	Implement authentic learning experiences that align with Kentucky Academic Standards and intentionally embed the BCPS Graduate Profile competencies to deepen student understanding, increase engagement, and strengthen mastery of grade level content.	Measure of Success: Classroom Observations, student exhibitions, Transformational Walkthrough Tool Who will review progress? classroom teachers, leadership team; How often? quarterly	\$0

Math				
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 47% to 61%.				
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 47% to 54%.				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implementation of HQIR- iReady Math K-5	KCWP 2: Design and Deliver Instruction	Implementation of high-quality instructional practices through consistent use of iReady Mathematics math curriculum to strengthen Tier 1 mathematics instruction. Support will be provided through designated teacher planning days to strengthen implementation and instructional practices.	Measure of Success: iReady Universal Screener and iReady personalized instructional reports Who will review progress? Instructional Leadership Team, Faculty, SBDM How often? 3 times a year for iReady universal screener and monthly for personalized instructional reports	\$0
iReady Personalized Instruction	KCWP 4: Review, Analyze and Apply Data Results	Students will complete their weekly required minutes in iReady Personalized Instruction for math and demonstrate success by passing lessons with at least 70% accuracy.	Measure of Success: Meeting Weekly Personalized Instruction Passed Lessons and Show growth in iReady Diagnostic / Universal Screener Who will review progress? Leadership Team and Teachers How often? Weekly for Personalized Instruction and 3 times a year for iReady Diagnostic	\$6,936
MTSS (Multi-Tiered System of Support)	KCWP 4: Review, Analyze and Apply Data Results	Identified students will receive targeted supports and interventions to promote growth, using prerequisite reports and iReady Teacher Toolbox lessons to address specific skill needs.	Measure of Success: Progress monitoring from AIMS Web and/or Literacy Task Who will review progress? MTSS Leadership Team How often? Every 6 weeks	\$0
Authentic Learning Experiences	KCWP 2: Design and Deliver Instruction	Implement authentic learning experiences that align with Kentucky Academic Standards and intentionally embed the BCPS Graduate Profile competencies to deepen student understanding, increase engagement, and strengthen mastery of grade level content.	Measure of Success: Classroom Observations, student exhibitions, Transformational Walkthrough Tool Who will review progress? classroom teachers, leadership team, How often? quarterly	\$0

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	YES	
English Learner Progress	NO	
Quality of School Climate and Safety	NO	
Postsecondary Readiness (high schools and districts only)	NO	
Graduation Rate (high schools and districts only)	NO	

Priority Indicator #1 (On-Demand Writing)

3-5 Year Goal: *By Spring 2029, students scoring proficient and distinguished in on-demand writing will improve from 28% to 52%.*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguished in on-demand writing will improve from 28% to 37%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
On-Demand Writing- District Benchmark Assessments	KCWP 4: Review, Analyze and Apply Data Results	Implement District ODW Benchmarks (1st-5th). Grade-level PLCs will collaboratively score student work using the district writing rubric to ensure consistent expectations and calibrated scoring across classrooms. PLCs will analyze rubric results to identify grade level strengths, gaps, and trends, and develop targeted instructional next steps.	Measure of Success: ODW Tracker Who will review progress? Classroom teachers, leadership team How often? 3 times a year	\$0
On-Demand Writing- Live Scoring	KCWP 4: Review, Analyze and Apply Data Results	Provide live scoring for grades 4 and 5 to analyze instructional focus and determine results to plan and develop targeted instructional next steps, including mini-lessons, small-group instruction, and writing interventions.	Measure of Success: Classroom Companion/ ODW Scoring Rubric Who will review progress? Classroom teachers, leadership team How often? 3 times a year	\$0