



2026 Phase One: Continuous Improvement

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Nichols Elementary
Lisa Rigazio
10665 Highway 44 West
West Point, Kentucky, 40177
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

12/15/2025

Nichols 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.

Lisa Rigazio 9/9/2025



2026 Phase One: Executive Summary

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Nichols Elementary is located in Bullitt County in West Point, Kentucky. Nichols is a small community school with a current enrollment of 82 students. Our teaching staff is made up of one principal who is also the preschool coordinator for Bullitt County, one full-time counselor, 13 certified teachers (including a half-time librarian and a half-time instructional coach). Our support staff includes one Kindergarten instructional assistant, two special education assistants, a 4-hour instructional tutor, a 3-hour volunteer coordinator, a one-day-a-week family resource coordinator, one secretary/bookkeeper, one attendance clerk, one cafeteria manager, one cook/baker, one custodian and a half-time night sweeper. Our school is known for its community involvement and has ties to the community members that is multi-generational. A unique challenge for Nichols is our remote location in the western hills of Bullitt County. We participate in the Community Eligibility Program, so 100% of our students are offered a free breakfast and lunch each day. Due to the lack of businesses in our area, we rely on the support of the community to attend our two large festivals, one in the fall and one in the spring. The PTA and parent volunteers are an integral part of our school culture.

School Stakeholders

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

Nichols has very strong community support. Staff, families, volunteers, and community partners join forces to ensure Nichols students have everything they need to be successful. Parents and staff maintain two-way communication through Rooms with school-wide and class-specific announcements, events, and photos. Staff, parents, and community members all have access to the Nichols Website and Facebook page as well. Information is gathered through surveys at the middle and end of the year. Assessment results are analyzed and results are shared. Teachers analyze data from multiple sources in weekly PLC meetings. Students self-assess, set and track goals for improvement. Budgets are analyzed at SBDM meetings. All survey, assessment, and budget information is reviewed and analyzed at SBDM meetings. SBDM and PTA meeting dates are shared and all stakeholders are encouraged to attend. SBDM and PTA minutes are posted and available to the public.

School's Purpose

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

Vision Statement: Nichols Knights: Leading the Charge of Excellence.

At Nichols Elementary, we lead the charge of excellence by being our best every minute, of every day, for every KNIGHT!

Mission Statement: It is the mission of Nichols Elementary School to educate the whole child and instill in students a desire to achieve their full potential as a lifelong learner, thinker, and productive contributor to their community.

We believe...

- In meeting the whole child where they are and moving them toward their highest level of social, emot
- Students deserve quality teaching from highly skilled educators in a safe, supportive, caring environn
- School, community, and family collaboration is essential in fostering success.

Our attendance tagline is: Every Minute, Every Day, Every Knight! Attendance Matters!

Notable Achievements

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

Nichols Elementary participates in PBIS (Positive Behavioral Intervention & Supports.) Due to the size of our school, we know our students and families. We build positive relationships with our students and have few behavior problems. We have a strong MTSS (Multi-Tiered System of Support) program along with weekly MTSS PLCs, focused on academics and behavior. We are able to track data on individual students through Google Data Sheets. In this way, we are able to provide strong differentiated interventions to our identified students. We also collaborate with our gifted teacher to identify and meet the needs of our gifted students. These students are able to participate in our full-day Gifted Camps provided by the district once a week. We celebrate student and staff success each month during our Monthly Celebration.

Areas of Improvement

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

The focus on the PLC process has afforded us with many professional learning opportunities through Solution Tree and OVEC to hone our skills in effectively utilizing our collaborative team meetings. Our collaborative teams meet weekly at

Nichols to analyze common formative assessment data to identify students who have mastered the standards taught that week; and to plan, with the interventionists, recovery lessons as well as planning enrichment lessons for students who have already mastered the standard. The teachers analyze the quality of the CFAs and make changes to the assessments as needed. Standards mastery for every student is tracked through classroom assessments and Iready data.

During this school year, we will continue our PLC work. Additionally, we will begin adding more authentic learning experiences as we work toward rigor student engagement for all students. Nichols has partnered with OVEC to help us keep moving forward on our journey of authentic learning experiences for all.

Additional Information

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

Even though we are a small school, we have a variety of programs that are offered to our students. These include: Energy Team, Chess Team, Track Team, Archery Team, Broadcast Team, and STLP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2026 Phase One: School Safety Report_

2025-2026 Phase One: School Safety Report

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2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

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

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

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

neglect.

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

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

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

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

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

yes

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

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

Yes

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

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

yes

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

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

Yes

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

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

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

yes

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.

NA

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 Two: School Assurances_

2025-2026 Phase Two: School Assurances

Nichols Elementary
Lisa Rigazio
10665 Highway 44 West
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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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2026 Phase Two: The Needs Assessment

2025-2026 Phase Two: The Needs Assessment for Schools

Nichols Elementary
Lisa Rigazio
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

See Attachment.

Review of Previous Plan

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

See Attachment.

Trends

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

Example of Trends

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

See Attached.

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 Attached.

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

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

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

Example of Current Climate and Culture Narratives:

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

According the 2023/2024 impact survey 66% of staff feel like they belong at our school.

52 % of our families participated in a family engagement activity during the 2024/2025 school year.

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 Attached.

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.

NES will utilize IREADY data to develop a targeted reading action plan aimed at addressing the needs of students in achievement gap groups through the MTSS framework.

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

NA

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

Our instructional practices need to be grounded in evidence-based strategies that promote high levels of student engagement, academic rigor, and cultural responsiveness. Teachers need to routinely use formative and summative assessment data to inform instructional decisions, differentiate instruction, and ensure all students have equitable access to high-quality learning experiences.

Currently, our instructional practices are in the process of being more tightly aligned to Kentucky Academic Standards.

Professional learning communities (PLCs) meet weekly to review student data, share effective practices, and adjust instruction to meet the diverse needs of all learners. Instructional coaching support continuous improvement and fidelity to best practices.

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

NA

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

Goal: Data-Driven Decision Making through the PLC process

NES will establish and maintain a sustainable, school-wide system for the ongoing review, analysis, and application of student data to inform instructional practices and improve learning outcomes.

NES will implement a consistent and collaborative system for reviewing, analyzing, and applying multiple sources of student data. This process will be used to elicit, interpret, and respond to meaningful evidence of student learning, ensuring instructional decisions are evidence-based and focused on continuous improvement for all learners.

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

NA

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NES Phase II Needs Assessment	Needs Assessment Rationale	

Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (i) 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 Plans: 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.

At our school, data analysis is a collaborative process involving the Instructional Leadership Team (ILT), the SBDM council, and our dedicated teachers. The ILT, comprised of the principal, counselor, and instructional coach, meets weekly to evaluate student needs through a variety of academic and non-academic data sources. In addition, the ILT collaborates with a diverse group of professionals—including special education coaches, school psychologists, and both regular and special education teachers—during regularly scheduled team meetings each month. Together, we employ the Plan-Do-Study-Act improvement model to pinpoint opportunities for enhancement and to develop actionable plans based on our findings. Our focus has intensified on analyzing current and trend data related to standards mastery for all students, ensuring that economically disadvantaged, special education, and English learner students are held to the same high expectations. The Multi-Tiered System of Support (MTSS) teams convene every six weeks for Professional Learning Community (PLC) meetings, alongside the counselor and school psychologist, to address student needs and provide appropriate interventions. Moreover, our Attendance PLC, which includes the principal, counselor, attendance clerk, family resource consultant, and school social worker, meets monthly to review non-academic data concerning student attendance, chronic absenteeism, and teacher attendance. Finally, the SBDM council reviews current and trend data to provide insights on school improvement priorities during their fall meetings. All meetings are documented on our Google platform, maintained through a living calendar to ensure transparency and accessibility.

All goals, objectives, strategies, and activities were centered on in-person instruction while refocusing and realigning our Professional Learning Community (PLC) processes. We placed a strong emphasis on literacy in Grades K-3 to address the ongoing learning losses experienced during the pandemic. The principal and instructional coach collaborated with other county principals and instructional coaches multiple times to review the five key components of literacy. In addition, we prioritized math for K-5, recognizing it has historically been a weaker area compared to English Language Arts. Our PLC process emphasizes a comprehensive instructional framework, starting with standards and pre-assessments and culminating in post-assessments, recovery, enrichment, and intervention. We track our PLC efforts using an agenda in the PDSA (Plan, Do, Study, Act) format, which allows teachers, interventionists, and tutors to monitor their progress through the instructional process, guided by the four standard PLC questions. Teachers collaborated to update and create Common Formative Assessments (CFAs) for all essential standards. To ensure we accurately track standards mastery, assessment data for each essential standard is entered into Mastery Connect.

Based on the most recent i-Ready Reading Diagnostic data, 12% of students identified within the achievement gap demonstrated proficiency in reading. This indicates a significant need for targeted support to close performance gaps among these student groups. Currently, 84% of all students are receiving Tier 2 and 15% of all students are receiving Tier 3 interventions in reading through the school's MTSS framework. These interventions are designed to provide differentiated instruction and focused skill development to accelerate growth and move more students toward grade-level proficiency.

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

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

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

Evaluate the teaching and learning environment in Cognia, select yes or no for each of the KC-WPs that you will focus on per your data analysis from above and provide comments on the KC-WP(s) you will be focusing on.

- KC-WP 1: Design and Deploy Standards
- KC-WP 2: Design and Deliver Instruction
- KC-WP 3: Design and Deliver Assessment Literacy
- KC-WP 4: Review, Analyze and Apply Data Results
- KC-WP 5: Design, Align and Deliver Support Processes
- KC-WP 6: Establish Learning Environment and Culture

Behavior referrals have significantly decreased in the 2025-2026 school year compared to the same time period in the previous year. In the first quarter of the 2024-2025 school year, the school recorded 26 office referrals. By contrast, the first quarter of the 2025-2026 school year has recorded zero office referrals.

This improvement reflects intentional efforts to strengthen Tier 1 behavior supports, build positive relationships, and implement proactive classroom management strategies schoolwide. Continued focus on a positive school culture through our PBIS implementation, consistent expectations, and staff-student connections will be essential to sustaining this progress.

Our school will collaborate across the entire school community to address and support the behavioral needs of all students. When appropriate, we will partner with outside mental health providers to ensure students receive comprehensive and consistent support. In addition, the school will analyze and apply data from i-Ready assessments to develop and implement a targeted reading action plan focused on closing achievement gaps. This plan will prioritize instructional strategies and interventions that meet the specific needs of students performing below proficiency, ensuring equitable access to high-quality reading instruction.

--- answered in Cognia



2026 Phase Three: Comprehensive School Improvement

2025-2026 Phase Three: Comprehensive School Improvement Plan

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United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School Improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

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

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.


ATTACHMENTS

Attachment Name



NES Phase III Needs Assessment

Attachment Summary

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

Objective/Goal: By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from [REDACTED] to [REDACTED].

Suppressed Data will be blacked out for the PDF.

Strategies (Plan)	KOMP Alignment	Activities (Do)	Progress Monitoring & Next Steps (Study & Act)	Funding
Identify Student Needs A. Review Data Look at teacher input, assessment scores (e.g., i-Ready and classroom assessment). Note specific skill gaps for each student. B. Group Students Group 2-4 students with similar needs. Maintain flexibility—adjust groups as students progress. Decisions based on data analysis.	KOMP 2: Design and Deliver Instruction KOMP 4: Review, Analyze and Apply Data Results KOMP 2: Design and Deliver Instruction	Classified tutor works with individual and small groups for reading and math intervention. Tutor will teach targeted Skill Instruction (10-15 minutes) Mini-lesson focused on one specific skill. Use HQIR and approved curriculum. Keep instruction brief, explicit, and modeled. Progress Monitoring: MTSS staff, Interventionist and Classified Tutor track each student's growth weekly or biweekly. Keep data on growth and mastery. Use data to adjust groups, skill focus, and intensity of support. Partner with OVEC staff to train NES staff in literacy and math strategies (writing, UFLI, Science of Reading, math, iReady).	Review Impact and Adjust Groups (Every 4-6 Weeks) Analyze reading growth during schoolwide data reviews. Assign new students needing support based on updated data. Create 10-15 minute mini-lessons aligned with: Identified skill needs Approved progression Ensure lessons include: modeling, guided practices, and quick checks	Title 1 Funding 7,200.00
			Celebrate students who meet goals on a monthly basis.	

KDE Guidance

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

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

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

1. Components of Turnaround Leadership Development and Support	1. Identification of Critical Resource Inequities	3. Evidence-Based Interventions	4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Question for Consideration: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups to promote each student's success and well-being?</p>	<p>Questions for Consideration: What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?</p> <p>Create a master schedule that guarantees uninterrupted intervention blocks. Going into effect on January 5th 2026</p> <p>Expand small-group instruction by adding classified support and reallocating existing positions. Use of IAs in areas of need. January 5th 2026</p> <p>Implement consistent progress monitoring to adjust student groupings in real time. In place currently.</p>	<p>Questions for Consideration: What areas of need were revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s)? What evidence-based interventions will be deployed to target the needs of students in your targeted subgroup(s)? Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.</p> <p>Reading Achievement Gaps</p> <p>Students performed significantly below benchmark in phonics, vocabulary, reading comprehension, and fluency. Progress monitoring showed inconsistent growth and low retention of foundational skills.</p> <p>Math Conceptual Understanding & Application</p> <p>Students demonstrated limited understanding of grade-level standards, particularly in number sense, fractions, problem-solving, and multi-step reasoning. Students struggled to explain mathematical thinking or apply strategies independently.</p>	<p>Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?</p> <p>A comprehensive review of the learning culture—through observations, data analysis, student and staff voice, and curriculum review—revealed barriers impacting the targeted subgroup(s). In response, the CSIP includes targeted actions to strengthen instruction, improve classroom climate and expand academic support systems, and build teacher capacity. These actions directly address the root causes of underperformance and create a more equitable and supportive learning environment.</p> <p>Build Staff Capacity Through Coaching and Professional Learning Communities (PLCs)</p> <p>Support teachers with coaching cycles focused on differentiation, data use, and responsive instruction. Use PLCs to analyze student work, monitor subgroup progress, and adjust instruction. Provide targeted PD to help staff understand subgroup needs and learning profiles.</p>
<p>Establish Clear Expectations for Equity-Driven Leadership: Define what it looks like to lead with equity: using data to guide decisions; monitoring subgroup performance; and prioritizing resources where gaps persist.</p> <p>Ensure leaders understand the moral imperative behind the work—believing that every student can meet high expectations. Integrate equity commitments into leadership evaluations, school plans, and team norms.</p> <p>Implement regular data meetings where leadership teams analyze subgroup performance, identify trends, and set measurable goals.</p> <p>Train leaders to guide teachers in using data to inform instruction, adjust interventions, and reallocate supports. Use early warning indicators (attendance, behavior, course performance) to intervene before gaps widen.</p> <p>Establish consistent expectations for classroom walkthroughs focused on instructional quality and differentiation for subgroups.</p> <p>Provide leaders with calibration tools to ensure feedback is accurate, evidence-based, and aligned with district expectations.</p> <p>Support leaders in facilitating PLCs that examine student work, align instruction, and monitor progress toward goals.</p>		<p>Growth for Students with Interventions: Data showed that although interventions were in place, subgroup students were not closing gaps at the rate necessary to meet proficiency. Intervention frequency and quality required strengthening through scheduling.</p> <p>The analysis revealed gaps in literacy, math, attendance, and SEL for our targeted subgroup(s). To address these gaps, the CSIP will implement a suite of evidence-based interventions—including structured literacy, Math intervention, MTSS-supported progress monitoring, attendance supports, SEL curriculum. Each intervention includes documentation demonstrating alignment to evidence tiers and fidelity of implementation, meeting CSIP requirements.</p>	

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 math will improve from 60% to 70%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 60% to 70%.

Strategies (Plan)

KCWP Alignment

Activities (Do)

Progress Monitoring & Next Steps (Study & Act)

Funding

Strengthen Core Reading Instruction through daily implementation, standards-aligned reading instruction with HOIR's.

Conduct weekly PLC meetings to analyze student work and adjust instruction. Provide teachers with coaching/modeling on effective literacy strategies (close reading, vocabulary instruction, comprehension scaffolds).

KCWP 4: Review, Analyze and Apply Data Results

KCWP 4: Review, Analyze and Apply Data Results

Using I-Ready Data: Next Steps for Instruction and Assessment
Analyze Overall Performance Trends
Review placement levels (Mid/Above Grade Level, Early Grade Level, 1-3 Grade Levels Below)
Identify subgroup patterns to determine whether specific groups require targeted support.
Compare fall, winter, and spring data to evaluate growth and institutional impact.
Next Step: Prioritize instruction for students 1-2 grade levels below and assign intensive intervention for students 3+ grade levels below.
Identify Domain-Specific Strengths and Gaps
I-Ready provides domain performance, such as:
Reading: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension (Literature/Informational).
Next Step:
Use domain scores to group students by specific skill deficits rather than by overall level.
Align small-group instruction to the lowest-performing domains for each student.

\$0.00

Math

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 60% to 70%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 60% to 70%.

Strategies (Plan)

KCWP Alignment

Activities (Do)

Progress Monitoring & Next Steps (Study & Act)

Funding

In their respective school

<p>Implement daily, standards-aligned math instruction with high-quality instructional resources.</p> <p>Use i-Ready Prerequisites and Standards Mastery assessments to guide lesson planning.</p> <p>Provide professional learning on effective math practices (conceptual understanding, discourse, problem-solving, multiple representations)</p>	<p>ACOMP 4: Review, Analyze and Apply Data Results</p>	<p>"Using i-Ready Data: Next Steps for Instruction and Assessment"</p> <p>Analyze Overall Performance Trends</p> <p>Review placement levels (Mid/Above Grade Level, Early Grade Level, 1-3 Grade Levels Below).</p> <p>Identify subgroup patterns to determine whether specific groups require targeted support.</p> <p>Compare fall, winter, and spring data to evaluate growth and instructional impact.</p> <p>Next Step: Prioritize instruction for students 1-2 grade levels below and assign intensive intervention for students 3+ grade levels below."</p> <p>Identify Domain-Specific Strengths and Gaps</p> <p>i-Ready provides domain performance, such as: Math: Number & Operations, Algebraic Thinking, Measurement/Data, Geometry, Fractions.</p> <p>Next step:</p> <p>Use domain scores to group students by specific skill deficits rather than by overall level.</p> <p>Align small-group instruction to the lowest-performing domains for each student.</p> <p>Organize and Adjust Small-Group Instruction</p> <p>Based on data:</p> <p>Group students with similar domain needs</p> <p>Use lessons from the i-Ready Teacher Toolbox to guide instruction.</p> <p>Next Step:</p> <p>Create fluid groups—students move as soon as they demonstrate mastery.</p> <p>Use exit tickets or i-Ready skill checks to confirm growth.</p>	<p>Administer i-Ready Diagnostics in fall, winter, and spring.</p> <p>Use placement data to identify Tier II and Tier III students, as well as students "on the bubble" of proficiency.</p> <p>Create differentiated small groups based on i-Ready Domains (Numbers & Operations, Algebraic Thinking, etc.).</p> <p>Teachers assign targeted i-Ready lessons aligned to individual student needs.</p> <p>Review Domain Growth and Typical vs. Stretch Growth targets during PLCs.</p> <p>Track how many students move from 1 grade level below → on grade level, Next Steps:</p> <p>Conduct First Growth Checkpoint</p> <p>i-Ready Standards Mastery results</p> <p>Classroom formative assessments</p> <p>Lesson performance reports</p> <p>Adjust groups and reteaching plans based on results</p>
	<p>ACOMP 4: Review, Analyze and Apply Data Results</p>	<p>Identify Domain-Specific Strengths and Gaps</p> <p>i-Ready provides domain performance, such as: Math: Number & Operations, Algebraic Thinking, Measurement/Data, Geometry, Fractions.</p> <p>Next step:</p> <p>Use domain scores to group students by specific skill deficits rather than by overall level.</p> <p>Align small-group instruction to the lowest-performing domains for each student.</p> <p>Organize and Adjust Small-Group Instruction</p> <p>Based on data:</p> <p>Group students with similar domain needs</p> <p>Use lessons from the i-Ready Teacher Toolbox to guide instruction.</p> <p>Next Step:</p> <p>Create fluid groups—students move as soon as they demonstrate mastery.</p> <p>Use exit tickets or i-Ready skill checks to confirm growth.</p>	
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\$0.00

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	Progress Monitoring & Assessment (Study & Act)	Anticipated
State Assessment Results in science, social studies and writing English Learner Progress	YES NO	This is the area with the greatest impact on scores. Targeting Writing will improve academics across areas.		
Quality of School Climate and Safety	YES NO	Recent results from the Quality of School Climate and Safety survey indicate that our school needs to strengthen key elements of the learning environment that directly impact student well-being, engagement, and overall academic success. While the data reflect pockets of strength, several indicators fall below state and district averages and demonstrate a need for targeted improvement.		
Postsecondary Readiness (high schools and districts only)	YES NO			
Graduation Rate (high schools and districts only)	YES NO			
Priority Indicator: Writing				
3-5 Year Goal: By the end of the 2025-26 school year, all students affected by the school closure will experience planned and effective transitions to their assigned next school. Success will be measured through student, parent, and receiving school teacher feedback, a reduction in transition-related academic or behavioral difficulties, and thorough documentation of all implemented transition activities.				
Objective Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from [redacted] to [redacted].				
Strategies (Plan)	KCWP Alignment	Address (Do)	Progress Monitoring & Assessment (Study & Act)	Anticipated
<p>increase teacher knowledge of writing standards and enhance implementation through targeted professional learning, coaching, and consistent use of aligned instructional practices.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Assess, Analyze, and Apply Data Results</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Assess, Analyze, and Apply Data Results</p>	<p>Partner with OVEC for writing training targeted at on grade-level writing standards and instructional shifts.</p> <p>Train teachers on the progression of writing skills across grade levels.</p> <p>Train teachers on scoring with fidelity using the state rubric for ODW.</p> <p>Implement Coaching and Classroom Support: Use instructional coach to model writing lessons aligned with the standards.</p> <p>Conduct co-teaching cycles focused on planning, instruction, and reflection.</p> <p>Provide in-class support for scaffolding, strategies and differentiation in writing.</p> <p>Teachers and leadership teams will engage in a structured data review cycle to analyze student performance data (i-Ready diagnostics, progress monitoring, common assessments, and ODW/SA classroom assessments). Teams will identify strengths, gaps, and instructional needs, then adjust instruction, grouping, pacing, and interventions accordingly. Data reviews will occur at least every 4-6 weeks and will include documentation of identified needs and planned action steps in the PLC agenda.</p>	<p>Develop and Use Standards-Aligned Writing Rubrics: Adapt or create schoolwide rubrics aligned to grade-level writing expectations.</p> <p>Train teachers to use rubrics for formative assessment and feedback.</p> <p>Have grade levels regularly calibrate scoring to ensure consistency. Monitor implementation and Provide Follow-Up: Conduct writing-focused walkthroughs using a calibrated observation tool.</p> <p>Provide feedback to teachers tied directly to the writing standards.</p> <p>Adjust PD and coaching based on observed instructional needs.</p> <p>Monitor Student Progress (During and After Bell Cycle)</p> <p>Collect student writing samples before and after instruction.</p> <p>Track improvements using rubrics, success criteria, and formative assessments.</p> <p>Adjust subsequent coaching cycles based on student performance and teacher feedback.</p> <p>Analyze i-Ready and classroom assessment data in PLCs to identify students needing reteaching, enrichment, or intervention. Use data to create or revise small groups for targeted instruction. Identify priority standards requiring reteaching based on performance trends. Following each data meeting make specific instructional adjustments. Monitor the effectiveness of instructional changes during the next review cycle through data collection of writing samples.</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>

Priority Indicator #2 School Climate Goal

3-5 Year Goal: By the end of the 2025-26 school year, all students/staff affected by the school closure will experience planned and effective transitions to their assigned next school. Success will be measured through documentation of all implemented transition activities.

Objective/Goal: By Spring 2026, chronic absenteeism will decrease by 5 percentage points as the school improves its climate and safety ratings by 5% on the QSCS.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps (Stand. & Act)	Funding
Use Data to Identify, and Support At-Risk Students	KCWP 4: Review, Analyze and Apply Data Results	<p>Monitor attendance weekly and flag students reaching 10% absence thresholds.</p> <p>Hold monthly data review meetings to assign interventions and track improvements.</p> <p>Coordinate supports with counselors, FRYSC, mental health partners, and community agencies.</p> <p>Monthly celebration for perfect attendance and to include students with improved attendance.</p>	<p>Evaluate Progress and Adjust.</p> <p>Analyze schoolwide attendance trends.</p> <p>Identify grade levels or groups with persistent issues.</p> <p>Adjust interventions, communication, or family supports as needed.</p>	\$0.00