



2025-2026 Phase One: School Safety Report\_09152025\_10:41

2025-2026 Phase One: School Safety Report

**Overdale Elementary School**  
**Joshua Dewar**  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

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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.*

The school council has adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and a copy is maintained on file in the school office.

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.*

The school has 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).

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



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

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, students are aware of what to do in the event of an earthquake, and these things have been practiced.

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.*

All necessary access controls are in place at Overdale Elementary.

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.*

The school's emergency plan was reviewed most recently with all building-level employees on September 2, 2025, and a copy is maintained in the school office.

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.*

The school's emergency plan was reviewed most recently with all building-level employees on September 2, 2025, and a copy is maintained in the school office.

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.*

OES maintains TWO portable automated external defibrillators in TWO public, readily accessible, well-marked locations. OES meets the requirements of 158.162(2)(e) subsections 1 through 4.

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. This has been completed and all necessary records documenting the trainings are on file.

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. All drills were conducted and documented per district protocols.

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. All drills were conducted and documented per district protocols.

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. All drills were conducted and documented per district protocols.

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. All trainings are completed and tracked via a district-wide platform.

#### 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.*

This does not apply to us.

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. All trainings are completed and tracked via a district-wide platform.

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. All trainings are completed and tracked via a district-wide platform.

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. All posters are displayed at the front of the school.



## 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools\_09152025\_10:35

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

**Overdale Elementary School**  
**Joshua Dewar**  
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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**



- 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.

Joshua J. DeWar





## 2025-2026 Phase One: Executive Summary for Schools\_09152025\_12:53

2025-2026 Phase One: Executive Summary for Schools

**Overdale Elementary School**  
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## 2025-2026 Phase One: Executive Summary for Schools

### Description of the School

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

See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)


### School Stakeholders

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

See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)

### 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.

See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)

### Notable Achievements

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

See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)

### Areas of Improvement

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

See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)


### Additional Information

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


See attached.

### **ATTACHMENTS**

#### **Attachment Name**

 [EProve Diagnostic - Executive Summary for Schools - Overdale Elementary](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>EProve Diagnostic - Executive Summary for Schools - Overdale Elementary</u>	This is a link to a google document. The document fulfills the requirements of the EProve Diagnostic Executive Summary for Schools for Overdale Elementary School in Bullitt County Kentucky.	<ul style="list-style-type: none"><li>.</li><li>.</li><li>.</li><li>.</li><li>.</li><li>.</li></ul>



## **Overdale Elementary School**

### **EProve Diagnostic - Executive Summary for Schools**

**651 Overdale Drive, Louisville, KY 40229 - 502-869-2800**

Overdale Elementary School has approximately 394 students, preschool through grade 5. The student population has seen a steady increase over the last four years. In particular, the school's English Learner population has grown significantly and currently comprises 19% of the building's enrollment.

In years past, the decline in student enrollment had been due to the fact that the area in which the school is located has become landlocked, and there is no room for new home construction.

The original school was founded in 1959. The first building was razed in 2008, and a new building was erected on the same site in 2009. This beautiful school is located in the city of Hillview, which is in northern Bullitt County. Overdale Elementary is a neighborhood school located on Overdale Drive in a suburban community.

Overdale has 25 highly qualified certified staff members, including an instructional coach, school counselor, library media specialist, and principal. Four teachers are National Board Certified. Overdale's special areas include Physical Education, Music and Art. The staff also includes three Learning and Behavioral Disorder (LBD) special education teachers that provide services to students identified with a disability under the Individuals with Disabilities Education Act. The district also provides the school with two special education instructional assistants to help support students identified under the IDEA guidelines. Additionally, a Speech/Language Pathologist resides in the building.

Overdale shares a Family Resource Center Coordinator with another elementary school in the district. Overdale utilizes two instructional tutors to help close the gap for at-risk students. OES also utilizes a portion of the school's Title I and Extended School Services monies to fund a Resource/Intervention Teacher to support reading and math.

Approximately 62% of our students are identified as free and reduced (low-socioeconomic status); this number has continued to increase since the 2018-2019 school year, which qualified us as a Community Eligible Program (CEP) School. Our community involvement has increased tremendously over the past couple of years, but there is still a need for parental involvement related to school committees, SBDM elections and overall support of school functions.

At Overdale, our collective shared vision is "We Overcome Obstacles, Experience Growth, and Show Grit." Our mission statement is "Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation." The OES staff believe it is possible to empower students by: Encouraging a strong, positive self-image; providing a comfortable, safe, and caring environment; challenging students with high expectations of high academic achievement; teaching appropriate social skills utilizing strong and innovative teaching strategies that will raise students' achievement; demonstrating dedicated leadership, modeling and promoting respect for all; and believing ALL children can learn and reach their greatest potential.

The mission, vision, and beliefs were developed by the staff and SBDM council several years ago. This year they will be revisited by staff on professional learning days to refocus our purpose and decision-making. Each morning on our school-wide video broadcast, 'Mustangs in the Morning', after the United States Pledge of Allegiance, Overdale students recite the Overdale pledge: "Today, I will be responsible, respectful, and safe. I am ready to learn so that I can reach my dreams. I am proud to be an Overdale Mustang!" We teach our students to make good choices utilizing Character Strong lesson plans and behavioral strategies supported by Positive Behavioral Interventions and Supports (PBIS). We challenge students to set academic i-Ready goals three times per year. From the i-Ready scores and common formative assessments (developed by PLC teams), we create differentiated learning groups that meet daily in reading and math clinics based on those scores and multiple other sources of data.

Our teachers continue to receive professional learning opportunities in the latest, research-driven practices to help students reach proficiency and increase academic growth. Teachers have had professional development in iReady, MyView, Phonemic/Phonological Awareness, The Five Components of Literacy, Writing, Thinking Strategies, Trauma Informed Practices/Trauma Responsiveness, Deeper Learning/Project-Based Learning, Effective Mathematical Practices & Strategies and the Workshop Model structure to improve student learning, as well as, teaching the "whole" child. These are some of the most recent areas of focused professional development for our teachers. Other interventions such as one to one and small group "conferring" are utilized by our teachers to meet individual needs. Students can participate in extracurricular activities, such as: Academic Team, Archery, Basketball (Girls/Boys), STLP, Chess, and participate in plays and musical performances.

Achievements: I-Ready data indicates that, as of the start of the year, only 13.5% of our students in grades 3 - 5 are scoring proficient in reading. While this is not surprising, as the majority of students have not been exposed to grade level content, it does mean OES as a school needs to work hard on implementing our new HQIR in reading with more fidelity. In math, only 6% of students in grades 3-5 scored on grade level or above in math. Our new

iReady Math curriculum should help students grow in this area. We will continue to monitor student growth over the course of the school year in PLC teams.

The 2025 Kentucky Summative Assessment (KSA) data has not been released to date. 2023-2024 KSA data indicated Overdale had 41% of our students were P/D in Reading; KSA Math data indicated 39% of our students were P/D. As a school, those numbers are expected to be higher on the 2024-2025 results once public.

Overdale is a neighborhood community school with excellent parental support. We have a very active PTO that supports our students and staff by raising funds to provide instructional materials, technology, and to improve our school grounds. The PTO is a major lifeblood of the school, organizing many events (like fall festival) and helping connect the school to the local families. The PTO has contributed each year to upgrading current school technology (Chromebooks and Interactive Televisions), too. In addition, we had over 700 volunteer hours donated to our school last year from PTO members.

Overdale makes it a point to celebrate success, so once a month the school has a celebration where students are recognized for attendance, and efforts both academically and behaviorally. At this time, a "Mustang of the Month" student is recognized in each class. This recognition is for good character and leadership. Each day on our morning broadcast, "Mustangs in the Morning," OES staff recognize students who are respectful, responsible and safe. A token economy has been added to give students another opportunity to earn rewards for positive work and behavior.

KSA Writing data from 2023-2024 indicated 51% of our students were P/D. As a school, writing is one of our focus areas for improvement, and it is an area upon which we will focus for the next three years. This past summer, the school did professional learning centered around *The Writing Revolution*. PLC teams are continuing to implement strategies from this book in daily instruction. Growth goals for the school have also been set around writing by both the principal and the instructional coach. Student writing progression timelines have been designed by staff and hung in the school's conference room.

Redistricting will be in process in Bullitt County schools from this school year through 2026-2027. As such, building personnel will also work on cultivating strong student/staff/parent connections and a proud Mustang identity during this time. While that exists currently in the school, the infusion of additional 150 students from other schools will change the dynamic. It will be important that all new students feel a strong sense of collection and belonging at their new school. Reinforcing PBIS and cultural norms will be an important undertaking over the next three years.







2025-2026 Phase Two: School Assurances\_10072025\_08:37

2025-2026 Phase Two: School Assurances

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## 2025-2026 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

☒ Yes

☐ No

☐ N/A

#### COMMENTS

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

☒ Yes

☐ No

☐ N/A

#### COMMENTS

#### Title I Programs

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

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

**ATTACHMENTS**

**Attachment Name**



Family and Parent Engagement Policy for OES

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**

**ATTACHMENTS**

**Attachment Name**



Family Post for Social Media re: P/T Conferences

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**

**ATTACHMENTS**

**Attachment Name**

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Title I School Compact OES

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)
 Family and Parent Engagement Policy for OES		• 3
 Family Post for Social Media re: P/T Conferences		• 7
 Title I School Compact OES		• 8





# OVERDALE ELEMENTARY SCHOOL

## Parent and Family Engagement Policy ESSA/Title I, Part A

### **Definition of a Parent:**

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides. For the purpose of this policy, we will use the term "parent" to encompass all diverse family situations.

Overdale Elementary has adopted the following Family Engagement Policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to all parents.

Overdale Elementary shall engage parents in an organized, ongoing, and timely manner, in the Title I planning, review, and improvement of programs, including the joint development of the school Family Engagement Policy and the schoolwide plan.

### **Parents shall be provided:**

- Timely information and opportunities to attend regular meetings
- School performance profiles and their child's assessment results, including an interpretation of the results
- A description and explanation of the school curriculum, assessment, and proficiency levels
- Timely response to any parent suggestions
- The opportunity to support an active PTO
- Opportunities including but not limited to:
  - Preparing materials, mailings, refreshments, and other items needed for family and community engagement.
  - Serving on one of our decision-making committees.
  - Volunteering, along with other concerned members of our community, in other areas as needed.

### **Shared Responsibilities for High Student Performance**

Overdale Elementary has jointly developed with parents, for all students, a parent-school learning compact that describes:

- The school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic standards
- Ways in which each parent will be responsible for supporting his/her child's learning
- The ongoing communication between parents and teachers through: parent/teacher conferences; quarterly progress reports to parents; school and teacher newsletters; school electronic messages and social media, webpages, reasonable access to staff, observations of classroom activities, and opportunities to volunteer in their child's school (via the Volunteer Coordinator)

### **The Family Resource/Youth Service Center will share responsibility for student achievement by:**

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-published menu of activities and programs to meet those needs, i.e., backpack buddies, counseling, clothing assistance, and summer programs.

### **Building Capacity for Engagement**

Overdale Elementary shall build capacity for strong family engagement by:

1. Providing assistance to parents in understanding national, state, and local goals, standards and assessment; and how to monitor their child's performance as well as information on how parents can participate in the education of their child.
2. Providing materials and training to parents, not otherwise available, to help parents improve their child's achievement.
3. Educating all school staff, with the assistance of parents, on how to reach out, communicate with, and work with parents as equal partners.
4. Ensuring to the extent possible, information sent home is in a language and form parents can understand. For parents whose English is a second language, provide information in their primary language. For parents who are visually impaired, provide information in large print.
5. Involving parents, where appropriate, in the development of training for teachers and other staff that improves instruction.

6. Providing other assistance, as appropriate, such as parent resource centers where parents can learn about child development and rearing from birth, designed to help parents become full partners in the education of their child.
7. Developing appropriate roles for community-based organizations and businesses and encouraging partnerships with schools.
8. Ensuring that all adult volunteers working in our school with our students are subject to Board policy and state law regarding criminal record checks.

Date of 1st Reading: 1/19/2022

Date of 2nd Reading: 2/16/2022





## **Title 1 Home-School Commitment Compact For Staff, Students, and Parents**

### **STAFF COMMITMENT**

To ensure a successful school experience for each child, we guarantee the following:

- Overdale Elementary School (OES) will have an open door policy. Parents can visit the school at any time. Classroom visits must be scheduled with a teacher and the principal. To avoid student distraction, classroom visits may not exceed 30 minutes. OES will ensure the safety of students by requiring all visitors to sign in at the office, wear visitor tags, and have a required background check, as necessary.
- If a concern arises that could impede the student's school progress, OES staff will make immediate contact with a parent.
- The teacher/school will give parents a report on their child's progress at mid-term and at the end of the grading period. Other information may include newsletters, email, telephone calls, updates via messaging platforms, and personal notes to ensure information is known.
- If a parent requests a conference, an appointment with the parent will be made as soon as possible by an OES staff member or the principal.
- The school environment will always be conducive to learning by consistently applying the discipline code.
- OES will provide a positive learning environment which helps to establish good study habits and helps the students to gather information that they will need for the future learning.
- OES will offer a variety of opportunities to prepare students to be responsible citizens of their family, community, and country.

### **STUDENT COMMITMENT**

As a student of Overdale Elementary School, I understand my role is to be a respectful, responsible, and safe learner. I will respect the rights of others and not interfere with my own or the learning of others.

I will be responsible for:

- Completing my homework and class assignments to the best of my ability
- Getting my agenda signed nightly
- Coming to school prepared, using my time wisely and listening/following directions
- My own behavior and following school/classroom expectations.
- I will conduct myself in a safe manner at all times and treat others with respect.



- I will follow this commitment through my academics and behaviors, as an important individual, of the Overdale school community.

## PARENT COMMITMENT

As a parent of a student at Overdale Elementary School, I agree to the following:

- I will make every effort to make sure my child is at school all day, every day. I understand that any absence requires a call the day of the absence and a written excuse upon return to school or within five days of the absence. Tardies, doctor's appointments and other commitments should be avoided during school hours, if possible.
- Meaningful homework may be assigned Monday through Thursday of each week. I will review my child's homework and sign their agenda nightly. My signature in the student agenda indicates that I have reviewed my child's assignments.
- I will help my child abide by the Bullitt County Public Schools Code of Student Behavior and Discipline, the rules and procedures in the Overdale Elementary School Handbook, and the Overdale Commitment.
- I will maintain open lines of two-way communication with my child's teacher through email, the BCPS messaging platform, phone, or notes in the agenda.
- I commit to attending open house and to having at least one parent/teacher/student conference this year.

School: \_\_\_\_\_

Student: \_\_\_\_\_

Parent: \_\_\_\_\_



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10072025\_08:38

2025-2026 Phase Two: The Needs Assessment for Schools

**Overdale Elementary School**  
**Joshua Dewar**  
651 Overdale Drive  
Louisville, Kentucky, 40229  
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 attached documents.

#### **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 attached documents.

## 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 documents.

## 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 documents.

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 attached documents.

#### **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 documents.

#### **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 attached documents.

#### **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

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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**

See attached documents.

**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**

N/A

**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**

See attached documents.

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

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

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

☒ No

☐ Yes

**COMMENTS**

N/A

8f. KCWP 6: Establish Learning Environment and Culture

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

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

☒ No


☐ Yes

**COMMENTS**

N/A



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>OES Phase Two Needs Assessment 25-26 Narrative</u>		.





# **OES 2025-26 Phase Two: The Needs Assessment**

## **2025-26 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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

### **RESPONSE:**

OES uses a variety of processes to analyze and disseminate data. Academic data is used to inform all decisions made at OES. The SBDM council, which meets monthly, analyzes current and previous KSA and iReady data. Our SBDM council is composed of three teachers, two-parent representatives, and the principal. Additionally, at OES, PLCs are an integral part of the data analysis process. Our PLCs meet once a week to analyze data. The PLC team uses weekly data to drive instruction and develop differentiated activities. Each grade level and the content area has a PLC lead who is responsible for creating the agenda and facilitating analysis. Each PLC is responsible for completing the PLC document in Google Drive. MTSS meetings occur quarterly school-wide to analyze student reading and math data. Finally, our building level Instructional Leadership Team meets weekly. We review CSIP and long term, authentic learning goals at these meetings.

Agendas and minutes of all meetings are recorded and stored in various Google drives owned by BCPS.

## **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 does it inform this year's plan?

### **RESPONSE:**

The previous year's CSIP implementation focused on two key areas: improving student behavior and enhancing teacher professional learning with an emphasis on teacher voice and choice.

#### **1. Behavior Improvement**

- **Goal/Objective:** Focused on improving the overall school climate and student behavior.
- **Strategy/Activities:** The school worked hard on initiatives designed to reduce the severity of behavior incidents. Specific strategies included new disciplinary procedures, restorative practices, and targeted interventions.

#### **2. Professional Learning (PL) Enhancement**

- **Goal/Objective:** Focused on improving instructional quality and increasing teacher engagement/ownership in professional development.
- **Strategy/Activities:**
  - **Response to Teacher Feedback:** The administration addressed the expressed teacher desire for more voice and choice in their professional learning.
  - **In-House PL:** The administrative team developed and delivered internal professional learning sessions on Authentic Learning and deeper learning.
  - **External Partnership:** The school collaborated with the Ohio Valley Educational Cooperative (OVEC) to offer two dedicated sessions on differentiating instruction.

## **Analysis of Successes**

The data highlights significant, though nuanced, success in both focus areas:

### **Behavior Improvement**

- **Success:** The effort to reduce the severity of behavior incidents was successful. The serious nature of the incident types declined. The implemented strategies were effective in preventing the most harmful or disruptive behaviors, leading to a safer and more manageable school environment.
- **Area for Growth:** The number of incidents did not decrease. While the severity of incidents declined, the frequency remained the same, indicating that while serious problems were mitigated, minor or frequent issues still persist.

### **Professional Learning**

- **Success:** The administrative team successfully acted on teacher feedback, fulfilling the desire for voice and choice by creating varied and relevant professional learning opportunities. Providing PL on authentic/deeper learning and differentiating instruction suggests a strategic focus on high-leverage instructional practices. The use of both in-house expertise and our external partnership (OVEC)

demonstrates a comprehensive approach to resource utilization.

### Informing the Current Year's Plan

The outcomes of the previous year's CSIP directly inform and shape the priorities for the current year:

#### 1. Behavior Improvement

- **Refinement and Continuation:** The current plan should continue and potentially strengthen the strategies that led to the reduction in incident severity, as that was a key success.
- **New Objective:** A critical new or refined objective must be established to reduce the overall frequency/number of behavior incidents. This requires a deeper analysis of the common, non-serious incidents (e.g., disrespectful behavior, minor disruptions) to identify root causes and implement targeted, potentially school-wide, prevention strategies. The plan should aim for a decrease in both severity and number.

#### 2. Professional Learning (PL)

- **Sustaining Voice and Choice:** This year's PL plan should formalize and expand the successful model of integrating teacher voice and choice into PL selection and design. Strengthening mechanisms for ongoing teacher input (e.g., surveys, PL committees) should occur.
- **Application Focus:** The PL plan must now shift focus from training to implementation. The current plan should include activities and strategies to ensure teachers are successfully integrating Authentic Learning, deeper learning, and differentiated instruction into their daily practice. This could involve classroom observations, peer-to-peer coaching, and data analysis to measure the impact of these new instructional strategies on student outcomes.

### Trends

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

#### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

### **RESPONSE:**

#### Academic:

Every year, OES administers the iReady diagnostic assessment in the fall. Students are assessed in math and reading. The number of students scoring proficient or distinguished at the start of each year has remained fairly consistent over the course of the school year. See data showing this in the table below.

	25/26	24/25	23/24
Reading p/d%	23%	26%	24%

Math p/d%	11%	15%	14%
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While consistency is good, this data clearly shows there is room for improvement. Finding new ways to teach strategies that engage and accelerate student learning will be important over the course of the next 2-3 years. In math, this will begin with faithful implementation of a new HQIR. Students need to also explore and be exposed to graduate profile competencies related to innovative thinking and problem solving - as individuals and as members of a team.

#### **Cultural/Behavioral:**

Behavior remains an area for improvement. Referrals have increased over the last two years. In the 2023-2024 school year, the school had 130 behavior referrals. In 2-24-2025, the school had 149 behavior referrals. Continuing to track data for which TYPE of referrals are occurring as well as the number of individual students documented will be important to better understand trends in this data over time.

#### **Current State**

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of 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 State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### **RESPONSE:**

The current climate of Overdale Elementary is positive. Results from the most recent IMPACT survey results (2023-2024) note the following:

- 79% of teachers surveyed noted the overall social and learning climate of the school is positive.
- 78% of teachers surveyed noted the amount and quality of professional growth and learning opportunities available to them is positive.
- 73% of the teachers surveyed stated that they feel the school's leadership is effective.

The greatest area for improvement, according to the 2023-2024 Impact survey is that of building admin.



providing feedback and coaching to staff. Only 57% of staff surveyed noted that they receive the desired amount and quality of feedback desired.

In the arena of academics, student access to high quality instructional resources has greatly improved. The district recently purchased a new HQIR for math (iReady, and teachers have received significant professional learning on how to implement it. The school offers before/after school tutoring, and last summer, OES offered a summer program to help students make gains in academic areas (that were in MTSS). The building also houses a preschool and three classrooms with full day kindergarten.

### **Priorities/Concerns**

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.

### **RESPONSE:**

OES has a committee to evaluate student attendance monthly. This group includes a district representative as well as the school FRC, counselor, attendance clerk, and principal. At the October 2025 meeting, data showed only 12 students (of 399) have attendance concerns. About half of these issues stem from student medical problems. Thus, only six students in the building have true attendance concerns. This shows OES continues to trend upward in student attendance (with the school having won a district attendance award for improved attendance (of over 94.1%) in 2024-2025.)

Overdale Elementary has also recently strengthened its partnership with Seven Counties Services to significantly enhance school-based counseling options for students. This expansion aims to meet the growing demand for mental and behavioral health support within the school community. By working together, OEs and Seven Counties are ensuring that more students have access to essential services like individual and group therapy directly at school. Ultimately, this collaboration provides proactive and immediate support to help students succeed both emotionally and academically. (This means that OES now has TWO therapists as school, with SEVEN more students being preferred for services in the last 40 days.)

Overdale Elementary School greatly benefits from the strong involvement of its families, which is central to the school's success. This high level of engagement was recently showcased at the school's 2025 Fall Festival, which saw impressive attendance and participation from the community. Through the hard work of the Parent-Teacher Organization (PTO) and the support of attendees, the event was a major success, raising over \$4,000 to benefit the students and school programs.

## **Strengths**

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math. We have active partnerships with twelve community organizations and businesses.

## **RESPONSE:**

The strengths of OES generally center on the student environment and specific academic programs.

### **Key Strengths:**

- **Positive Student Environment & Diversity:** The school is noted for having a positive environment and is recognized in rankings for its diversity among public elementary schools in Kentucky and the Louisville Area.
- **Strong Staff and Student-Teacher Ratio:** Overdale Elementary is ranked favorably for its teachers in the Bullitt County area. It maintains a student-teacher ratio of approximately 17:1, which is often seen as a positive factor for individualized attention.
- **Academic Programs and Opportunities:** The school offers a variety of educational opportunities, including:
  - A Gifted and Talented program.
  - Programs that foster learning in Arts and Humanities
  - Extra-curricular activities have included archery, drama, basketball, cheer, chess, and an academic team.
  - It operates a Title I Schoolwide Program, indicating a focused effort to provide additional academic support and resources across the school.<sup>5</sup>
  - The school actively participates in professional development for staff, such as attending workshops on frameworks for understanding poverty.
- **Community Engagement:** The school focuses on parental and community involvement through activities like Title I Math/STEM Night and a "Touch a Truck" event to expose students to various careers.
- **Facilities:** The school building itself is a more recent construction, built in 2009, and has received ENERGY STAR recognition for its design.

### **Academic Performance (Based on 2023-2024 Kentucky Summative Assessment)**

Academic results show a performance in reading and math that is generally in line with or slightly above the Bullitt County average:

- **Reading Proficiency:** 42% of students were reported as proficient or distinguished in reading (with 27% proficient and 15% distinguished).
- **Math Proficiency:** 40% of students were reported as proficient or distinguished in math (with 31% proficient and 9% distinguished).

## 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.

### RESPONSE:

Overdale Elementary School can effectively leverage its existing strengths and community resources to improve student outcomes and overall school environment. Here's an explanation of how the school will utilize these assets:

Leverage Strengths for Improvement	Strengths & Community Resources	Utilization Strategy
Mental Health & Well-being	Mental health community partners: Seven Counties, The Haven, and Phoenix Preferred Care.	Provide targeted support and resources for students and families. This includes on-site counseling, workshops for staff on trauma-informed practices, parent education sessions, and establishing clear referral pathways for students needing more intensive services. The partnerships ensure a continuum of care that the school alone cannot provide.
Student Safety & Behavior	Coordination with the Hillview Police Department.	Foster positive relationships between students and law enforcement through initiatives like D.A.R.E. (coming soon) or visits by our SRO and his dog Vader. The police also offer expertise in school safety drills and provide input on improving the school's safety plan and protocols.
Literacy & Reading Proficiency	HUG (non-profit), which partners with the University of Louisville (U of L).	Expand and enrich the reading support program. U of L students/faculty offer tutoring, support future teachers, and offer research-backed literacy interventions. HUG's efforts, moving forward, can be scaled to reach more

		students, potentially utilizing volunteers for one-on-one reading time or running an after-school book club.
Intergenerational Learning & Community Connection	Fifth-grade essay contest with AARP.	Promote empathy, writing skills, and civic engagement. The contest provides a high-stakes, authentic writing task. In the future, OES may host an event where AARP members or award winners share their stories, connecting the students to local history and the experiences of older generations.
Academic Rigor & Enrichment	4th Grade Academic Clubs.	Currently fourth grade students enjoy opportunities provided by 4H. The content and structure of these clubs can be analyzed and potentially expanded to other grades or subjects to offer targeted enrichment for high-achieving students and spark interest in STEM or other fields in the future.
Social-Emotional Learning (SEL) & Mindfulness	First-grade Mindful Me program through the local 4H Extension Office.	Integrate SEL practices school-wide. The success and lessons learned from the first-grade program help inform our broader school initiative.

8. 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

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and	During weekly PLC meetings, teams regularly discuss progress on our school writing goal. Using backward planning, teams set goals at the start of the school year for what they want students to be able to complete by



dispositions outlined in the Kentucky Academic Standards?	<p>early May of 2026. At weekly meetings, we assess student growth and progress, scoring on-demand writing pieces together. We have also discussed ways to further teach writing across the curriculum, and we have used district Bullitt days (PD days) to collaborate across teams to vertically discuss writing.</p> <p>Teams have also made a conscious effort to use the MyView HQIR in reading with more fidelity this year. The principal has helped fourth and fifth grade teachers revise and plan lessons (for one week segments at a time) and even met to look at student scores on district assessments. Based on common assessment scores, curriculum and teaching methods have been revised.</p> <p>Finally, iReady math PD days have been used to work with teachers to discuss and evaluate the implementation of the new math curriculum. Teachers have set goals and assigned standards mastery assessments to gauge student progress. The use of "reflection circles," something new that came as a part of iReady, have also been discussed as effective strategies in ILT meetings (between the coach and the principal).</p> <p>Evidence of all of this is available in ILT/PLC meetings agendas and minutes, staff emails, student assessments, OTUS, and text messages between staff members and the principal and coach.</p>
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	N/A
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	N/A
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	<p>Overdale Elementary utilizes an established system for examining and interpreting diverse school data, including formative, summative, benchmark, and interim assessment data, to pinpoint priorities for individual student success. This critical analysis takes place weekly during staff Professional Learning Community (PLC) meetings to ensure ongoing instructional adjustments are made. Our work is guided by the DuFour's four essential questions. (We also use iReady data and results from other screeners, undertaken by instructional tutors). Furthermore, data is intensively reviewed quarterly at Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) meetings to guide intervention planning. This commitment to evidence-based decision-making means that data</p>

	<p>directly drives the creation of intervention work and sets the agendas for staff professional learning days (Bullitt Days) and regular faculty meetings.</p> <p>Lastly, time is set aside on the agendas of weekly ILT meetings to look at trends occurring during classroom walk-throughs and also for administrators to discuss CSIP progress.</p>
<b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	N/A
<b>KCWP 6: Establishing Learning Culture and Environment</b> What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	N/A

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?



## 2025-2026 Phase Three: Comprehensive School Improvement Plan\_11112025\_11:25

2025-2026 Phase Three: Comprehensive School Improvement Plan

**Overdale Elementary School**  
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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


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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**

 Overdale Elementary School CSIP 2025-2026

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Overdale Elementary School</u> <u>CSIP 2025-2026</u>	At the above link, viewers may see a copy of the Overdale Elementary School CSIP for 2025-2026.	• 1





# Overdale Elementary School, Bullitt County Public Schools

## 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.

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.**

### 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.

## Required Goals:

### Achievement Gap

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.

Overdale Elementary has one gap group: economically disadvantaged. As a result, student scores in this area were analyzed, resulting in the following achievement gap growth planning.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Overdale Elementary reading proficiency rates for economically disadvantaged students will	KCWP 2: <u>Design and Deliver Instruction</u>  KCWP 4: <u>Review, Analyze and Apply Data</u>	Regular ed. classroom teachers AND special education teachers will receive and use MyView training to improve	More than 75% of our certified teachers will implement MyView lessons with fidelity by	Reg. ed. and special education teachers will keep data which includes anecdotal records. Professional development documentation will	District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>rise to 60% on the KSA Assessment by 2027-2028 school year. (As of 2024-2025 it was 40%.)</p>		reading instruction.	January 2025.	happen in PLTracker to demonstrate educator learning.	
	KCWP 2: <u>Design and Deliver Instruction</u>	OES will continue with its implementation of MyView & iReady Reading in 90 minute (minimum) blocks by 2026-2027.	All students will receive 90 minutes minimum of Tier 1 reading instruction as reflected in the master schedule.	Regular classroom walkthroughs and teacher schedules will show this in action.	District Funds/SBDM Funds
	KCWP 5: <u>Design, Align and Deliver Support</u>	Families will receive reading games/books, and materials at a school-wide Title I literacy night.	Greater numbers of students will report reading at home on reading logs.	Teachers will chat with families at conference to measure at-home reading engagement and provide additional resources as needed.	Title I Funds
<p><b>Objective 2:</b> Overdale Elementary math proficiency rates for economically disadvantaged students will</p>	<p><u>KCWP 2: Design and Deliver Instruction</u>   <u>KCWP 5: Design, Align and Deliver Support</u>   <u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>OES will continue with its implementation of iReady as started in the fall of 2025; selected classroom teachers AND</p>	<p>Each classroom will include interactive math instruction daily using a variety of instructional</p>	<p>Special Education teachers will keep data which includes anecdotal records, iReady data, etc.   Regular classroom walkthroughs will</p>	<p>SBDM, Title II, and Special Education Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>rise to 50.8% on the KSA Assessment by 2027-2028 school year. (As of 2024-2025 it was 47%.)</p>		co-teachers will attend co-teacher training to find more ways to best use this new HQIR. (This MAY include OES hosting an EdCamp in summer 2026.)	modalities, including centers.	show implementation of engaging instructional strategies.	
	<u>KCWP 5: Design, Align and Deliver Support</u>	OES Students will continue to build fact fluency daily through the use of iXL.	Greater student success on iReady math assessments/ MyPath lessons	Increased scores on iXL lessons will show progress; assessment data will be discussed and analyzed in PLCs on a bi-weekly basis.	SBDM Funds
	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 5: Design, Align and Deliver Support</u>	<p>Selected faculty will attend the annual spring KCM Conference to review best practices and learn about emerging trends</p>	Attendees will implement differentiation strategies in their classroom. New strategies learned will	Conference learning will be shared at a monthly faculty meeting in spring 2026.	Title II Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		in co-teaching and differentiation in mathematics instruction.	be shared with peers.		

### 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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> The combined Proficiency and Distinguished rate in Reading will rise to 64.4% on the KSA (administered at	<u>KCWP 1:</u> <u>Design and Deploy</u> <u>Standards</u> <u>KCWP 4:</u> <u>Review.</u> <u>Analyze and Apply Data</u>	OES will continue using iReady diagnostics and growth monitoring to monitor standards acquisition for students and effectively track	OES will raise their overall Reading combined Proficiency and Distinguished rate to 64% or better by iReady diagnostic three.	ELA iReady benchmark assessments will be given three times per year. Data analysis on these benchmarks will be completed in PLCs.	District Funding



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
OES) by 2027-2028 school year. (As of the 2024-2025 KSA assessment, OES is 46% P/D.)		standards taught by teachers.			
	KCWP 3: <u>Design and Deliver Assessment Literacy</u>  KCWP 4: <u>Review, Analyze and Apply Data</u>	OES will continue using common, grade-level assessments that are strongly aligned to the rigor of the state standards. These will be created by BCPS.	OES will show growth in common assessment results. These will be analyzed with team leads, teachers, and admins. at PLC meetings.	Benchmark assessment data will be discussed and analyzed in PLCs.	District Funding
	KCWP 3: <u>Design and Deliver Assessment Literacy</u>  KCWP 5: <u>Design, Align and Deliver Support</u>	OES will continue utilizing reading interventionists to provide extra support and instruction to struggling readers.	OES will show growth in common assessments, iReady diagnostic assessments, and the state assessment, reducing the number of low novice students in reading.	Interventionists will keep data which includes anecdotal records, iReady data, etc. Data will be discussed in MTSS meetings.	District Funding
	KCWP 4: <u>Review, Analyze and Apply Data</u>  KCWP 2: <u>Design and</u>	OES will use ESS funds to provide after-school reading tutoring to students.	OES will show growth in common assessments, iReady diagnostic assessments,	Tutors and classroom teachers will keep data which includes anecdotal records, iReady	ESS Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>Deliver Instruction</u>		and the state assessment, reducing the number of low novice students in reading.	scores, quiz scores, etc.	
<b>Objective 2:</b> The combined Proficiency and Distinguished rate in Mathematics will rise to 55% on the KSA (administered at OES) by 2027-2028 school year. (As of the 2024-2025 KSA assessment, OES is 49% P/D.)	<u>KCWP 4:</u> <u>Review,</u> <u>Analyze and</u> <u>Apply Data</u>	OES will continue using iReady diagnostics and growth monitoring to monitor standards acquisition for students and effectively track standards taught by teachers.	OES will raise our overall Combined Math Proficiency and Distinguished rate to 50% or better by iReady diagnostic three.	Math iReady benchmark assessments will be given three times per year. Data analysis on these benchmarks will be completed in PLCs AND on Bullitt Days.	SBDM Funds
	<u>KCWP 1:</u> <u>Design and</u> <u>Deploy</u> <u>Standards</u>  <u>KCWP 4:</u> <u>Review,</u> <u>Analyze and</u> <u>Apply Data</u>	OES will continue using common, grade-level assessments strongly aligned to the rigor of the state standards.	OES will show growth in common assessment results. These will be analyzed with team leads, teachers, and admins. at PLC meetings.	Benchmark assessment data will be discussed and analyzed in PLCs.	SBDM Funds



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 4:</u> <u>Review,</u> <u>Analyze and</u> <u>Apply Data</u>  <u>KCWP 2:</u> <u>Design and</u> <u>Deliver</u> <u>Instruction</u>	OES will use ESS funds to provide after-school math tutoring to students.	OES will show growth in common assessments, iReady diagnostic assessments, and the state assessment, reducing the number of low novice students in math.	Tutors and classroom teachers will keep data which includes anecdotal records, iReady scores, quiz scores, etc.	ESS Funds

### 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	Overdale Elementary will continue to focus on growth in the areas of writing and social studies. Our fifth grade scores declined in these areas, significantly so in on-demand writing.
English Learner Progress	No**	**Note that on the 2024-2025 KSA, the number of EL students was NOT significant, and thus there are no goals for this population at this time. However, since the administration of that assessment, school EL numbers have continued to increase. The faculty/SBDM council are aware of this growth and are working diligently, along with the schools half-time EL teacher, to ensure students in this population receive extra support in all core content areas.
Quality of School Climate and Safety	Yes	Overdale Elementary is implementing targeted strategies to improve its Quality of School Climate and Safety scores on the Kentucky Summative Assessment (KSA). The school is focusing on initiatives that bolster student connections to adults (especially for students identified as EL) and foster a positive atmosphere where all students feel valued and respected. Key efforts include proactive monitoring and intervention, establishing clear

		norms and positive behavior reinforcement via classroom AND schoolwide initiatives, which together aim to reduce the instances of perceived cyberbullying within the school environment and a belief that attendance always matters.
Postsecondary Readiness (high schools and districts only)	No	
Graduation Rate (high schools and districts only)	No	

### Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Overdale Elementary will raise the overall combined Science Proficiency and Distinguished rate to 43.2% by 2027-2028.(As of the 2024-2025 KSA assessment, OES is 42% P/D.)	KCWP 3: <u>Design and Deliver Assessment</u>  KCWP 4: <u>Review, Analyze and Apply Data</u>	OES will continue to use live scoring of science assessments, using all team teachers, SpEd teachers, and school administrators to help students complete (and then live score) common, grade	OES will raise the overall combined Science Proficiency and Distinguished rate to 43.2% (with assessments having been created and given in EdCite so as to mimic the actual KSA).	Student scores on benchmark assessments will show growth; data will be discussed in team and PLC meetings.	SBDM Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		level created science tests.)			
	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 4: Review, Analyze and Apply Data</u>	Students in 4th grade will pilot MyView science to practice NGSS skills in the regular classroom.	OES students will show progress and growth on grade-level PLC assessments & MyView Science assessments.	Teachers will track data from assessments to demonstrate student growth; assessment data will be discussed and analyzed in PLCs.	District Funds
<b>Objective 2:</b> Overdale Elementary will raise our overall Combined Social Studies Proficiency and Distinguished rate to 45.7%. (As of the 2024-2025 KSA assessment, OES is 19% P/D.)	<u>KCWP 3: Design and Deliver Assessment</u> <u>KCWP 4: Review, Analyze and Apply Data</u>	OES will use common, PLC created assessments that are strongly aligned to the rigor of the state standards.	OES will raise their overall Combined Social Studies Proficiency and Distinguished rate to 45.7%.	Teachers will track data from assessments to demonstrate student growth; assessment data will be discussed and analyzed in PLCs.	SBDM Funds
	<u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u>	OES will pilot two new social studies curriculums to determine which will best suit students in the future.	Students will perform well on assessments created by text publishers.	Students will engage in formative assessments/projects that show they	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 2: Design and Deliver Instruction</u>	OES will begin implementing DBQs into regular instruction along with instructional strategies	OES teachers learn how to effectively teach DBQs; students will show growth on classroom assessments (both teacher created and DBQs).	Teachers will understand the text. Teachers will track data to demonstrate student growth; assessment data will be discussed and analyzed in PLCs.	SBDM Funds
<b>Objective 3:</b> Overdale Elementary will raise the overall Combined Writing Proficiency and Distinguished rate to 44.76%. (As of the 2024-2025 KSA assessment, OES is 34% P/D.)	<u>KCWP 2: Design and Deliver Instruction</u>	OES will continue utilizing resources and strategies acquired through summer PL and <i>The Writing Revolution</i> book study to strengthen writing skills.	OES will raise their overall Combined Writing Proficiency and Distinguished rate to 44.76%.	Writing teachers will track student work and mastery through anecdotal records; assessment data will be discussed and analyzed in PLCs, including district ODW assessments.	SBDM Funds
	<u>KCWP 2: Design and Deliver Instruction</u>	OES classrooms will utilize sentence stems, word walls, and anchor charts	EL student scores will improve on district-wide ODW assessments, given quarterly.	The building EL teacher and classroom teachers will	SBDM Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to ensure EL students are surrounded by print and have access to tools that will help them grow as writers.		track student work and mastery through anecdotal records and ODW assessments.	
	<u>KCWP 2: Design and Deliver Instruction</u>	OES classrooms will intentionally teach vocabulary (MyVie and content specific) to ensure EL students build confidence and success in creating more comprehensive writing pieces.	EL students will complete more robust writing pieces and scores will improve on district-wide ODW assessments, given quarterly.	The building EL teacher and classroom teachers will track student work and mastery through anecdotal records and written assessments.	SBDM Funds

## Quality of School Climate and Safety

Overdale Elementary School will grow one level on the KSA Indicator Performance Rating for Quality of School Climate and Safety (to green, from a cut score of 74.1 to 77.0 or better) by spring 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Overdale Elementary will establish a culture in which all students are known and valued through the utilization of a Positive Behavior Intervention and Support framework.	<u>KCWP 6: Establishing Learning Culture and Environment</u>	The Mustang Meeting monthly program will be redesigned to support students holistically.	Students will receive rewards and be celebrated for meeting behavior and learning goals that will be monitored regularly by teachers.  Students will engage in activities that promote graduate profile competencies to learn more about them and implement them in their daily learning during Mustang Meeting.	Teacher and student feedback on monthly Mustang Meetings.	SBDM Funds
		Students will choose to engage in Morning Meeting	Students actively participate in - and lead - Character	Master schedule, classroom and individual goal	



Overdale Elementary School will grow one level on the KSA Indicator Performance Rating for Quality of School Climate and Safety (to green, from a cut score of 74.1 to 77.0 or better) by spring 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		daily in their classroom.	Strong morning meeting sessions. 100% of classroom teachers have Character Strong accounts.	setting; reflection/action towards achievement of Graduate Profile Competencies, walkthroughs & observations  Character Strong dashboards showing strong teacher utilization of the program	
		Students will choose to provide care for their school.	During breakfast and lunch, students will be provided opportunities to serve others in the cafeteria.	Student service in the school	SBDM Funds, District Funds
		EL students will feel valued by adults in the building.	EL students report connecting with at least one adult in the building.	A box will be created outside the EL classroom and	SBDM Funds, PTO Funds



Overdale Elementary School will grow one level on the KSA Indicator Performance Rating for Quality of School Climate and Safety (to green, from a cut score of 74.1 to 77.0 or better) by spring 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				utilized by students to share thoughts/needs  25 or more EL students and their families attend the school's new Culture Carnival in April 2026.	
		Students will engage and participate in the Golden Tray program.	Student behaviors in the cafeteria will improve.	The number of behavior referrals/need for behavior interventions during lunch time will decrease.	SBDM Funds
		Students will actively participate in the school's Mustang Money PBIS program.	Students will earn and save Mustang Money given out for good behavior.  Students will redeem Mustang Money at the Mustang Market.	Students will value and redeem dollars; students will positively celebrate peers (both verbally and by helping issue rewards)	SBDM Funds

