



2025-2026 Phase One: Executive Summary for
Schools_09182025_11:45

2025-2026 Phase One: Executive Summary for Schools

Old Mill Elementary School
Brittany Joiner
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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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?

Old Mill Elementary School is a school that serves Preschool, Headstart, and Grades Kindergarten through Fifth Grade. Current enrollment is 594. Free/Reduced Lunch rate is 30.97%; white population is 84.34% with 15.66% minority--Hispanic, Asian, African-American and Native Hawaiian/Pacific Islander; English-Language Learner population is 3 percent; girls exceed boys 50.84% to 49.16%, and special education population of 16.83 percent. We have families that reside in subdivisions, small cities, and rural areas. Our challenges continue to be meeting the needs of our gap students of free/reduced lunch and special education. We have a Family Resource Center that strives to eliminate barriers to learning.

School Stakeholders

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

Old Mill Elementary has a wide range of stakeholders who play an active role in our school community. These include:

- Students – at the center of every decision we make, with opportunities for voice and choice in their learning and leadership through student-led conferences, clubs, and school-wide initiatives.
- Families – engaged through regular communication, parent advisory councils, family nights, and volunteer opportunities that strengthen the home-school connection.
- Teachers & Staff – including classroom teachers, special education staff, instructional assistants, and support staff who collaborate weekly in PLCs to analyze data, align curriculum, and create action steps for continuous improvement.
- School Leadership & SBDM Council – the principal, assistant principal, instructional coach, and School-Based Decision-Making Council work together to set school goals, monitor progress, and make policy decisions that reflect the needs of the community.
- District Leaders – providing guidance and resources to ensure alignment with Bullitt County Public Schools' strategic plan and Graduate Profile competencies.

- Community & Business Partners – local businesses, civic groups, and faith-based organizations who collaborate with the school to provide real-world learning experiences, mentorship, and resources for students and families.

Stakeholder Engagement in the Improvement Planning Process Stakeholder engagement is embedded throughout our improvement planning process. We collect input through:

- Surveys and Feedback Tools – Annual family and staff surveys, student voice surveys, and event feedback forms are used to identify strengths and areas for growth.
- Collaborative Team Meetings – Weekly PLC meetings, monthly staff meetings, and leadership team sessions review student data, discuss instructional practices, and monitor progress toward school goals.
- Family & Community Events – Parent advisory council meetings, family literacy/math nights, and volunteer events provide opportunities for families to share insights and participate in decision-making.
- SBDM Meetings – Open to the public, allowing community members to be part of conversations about curriculum, policy, and schoolwide priorities.
- Communication Platforms – Social media, newsletters, and direct communication keep stakeholders informed and invite ongoing input.

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.

At Old Mill Elementary School, we are dedicated to fostering a collaborative, innovative learning environment where every student thrives. Our focus is on developing creative, forward-thinking leaders who engage in meaningful collaboration throughout their learning experiences. Each morning, our students proudly recite the Old Mill pledge:

'At Old Mill Elementary, Koalas celebrate success. We are respectful and efficient. We hold one another accountable and show teamwork and empathy. Koalas CREATE!'

This daily affirmation embodies our core values, encouraging students to Celebrate success, Respect others, be Efficient, Accountable, show Teamwork, and demonstrate Empathy—together, Koalas CREATE! Our school culture is centered around nurturing these traits, empowering students to lead with confidence and compassion in both the classroom and the wider world."

Notable Achievements

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

Last school year, Old Mill Elementary's KSA scores showed significant growth, moving our school into the GREEN, high-performing category. This accomplishment reflects the unwavering dedication of our staff and students and highlights our collective commitment to academic excellence.

In 2025, we were honored to be named a National Lighthouse Blue Ribbon School, a recognition of our innovative practices and outstanding results. Additionally, we earned the distinction of being designated a Purple Star School, demonstrating our commitment to supporting military-connected students and families.

Areas of Improvement

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

Looking ahead, we are committed to expanding opportunities and supports for our special education students and those from economically disadvantaged backgrounds. Our focus will be on ensuring equitable access to resources and delivering targeted, research-based interventions that meet individual student needs.

We are also dedicated to providing authentic, real-world learning experiences that connect classroom instruction to meaningful applications. By intentionally embedding the Bullitt County Graduate Profile competencies—such as productive collaboration, innovative problem solving, and effective communication—into daily instruction, we aim to prepare every student for success beyond elementary school.

Additional Information

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

Our school is deeply committed to fostering innovative, student-centered learning experiences that prepare students for the future. We have integrated virtual reality into classrooms, allowing students to immerse themselves in interactive environments that bring content to life and deepen engagement.

To support creativity, problem-solving, and exploration, we have developed a STEAM lab that emphasizes hands-on learning through robotics, coding, and engineering challenges. This year, we expanded our work by implementing Project Lead the Way, further strengthening opportunities for inquiry-based learning and real-world problem solving.

Authentic learning continues to be at the heart of our mission. Students participate in meaningful projects, such as tending our school garden and collaborating with the PTO on the design and ongoing development of a natural playground. In primary grades, we are embedding arts and cultural exploration, exposing students

to diverse cultures and foreign languages at an early age, fostering global awareness and appreciation.

Our community partnerships make learning even more impactful by providing students with authentic audiences for their work. Students regularly present their projects to local businesses, organizations, and civic leaders, ensuring that their learning is not only rigorous but also relevant and connected to the world beyond the classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09182025_11:40

2025-2026 Phase One: School Safety Report

Old Mill Elementary School
Brittany Joiner
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
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2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

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

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

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

neglect.

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

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

N/A-- Grades Preschool-5th

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

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

Yes

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

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

Yes

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

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

Yes



2025-2026 Phase One: Continuous Improvement Diagnostic for
Schools_09182025_11:38

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Old Mill Elementary School
Brittany Joiner
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- 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.

Brittany Joiner; September 18, 2025



2025-2026 Phase Two: School Assurances_10152025_18:08

2025-2026 Phase Two: School Assurances

Old Mill Elementary School
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Mount Washington, Kentucky, 40047
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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for
Schools_10152025_18:10

2025-2026 Phase Two: The Needs Assessment for Schools

Old Mill Elementary School
Brittany Joiner
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

See attachment

Review of Previous Plan

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

See attachment

Trends

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

Example of Trends

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

See attachment

Current State of Academics and Climate and Culture

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

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

Example of Current Academic Narratives:

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

See attachment

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

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

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

Example of Current Climate and Culture Narratives:

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

Strengths

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

Example:

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

Leverages/Assets

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

Examples:

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

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

Old Mill Elementary School

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

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

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

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

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

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

☒ No

☐ Yes

COMMENTS

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

N/A

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

Our CSIP work emphasizes cultivating a positive, inclusive, and student-centered learning environment where every learner feels seen, supported, and challenged. Through initiatives such as strengths-based professional growth, authentic learning experiences, and intentional recognition systems, we are fostering a culture of collaboration, belonging, and high expectations. The work embedded within our CSIP—focused on engagement, diversity, and alignment to the Graduate Profile—supports the development of classrooms that prioritize relationships, rigor, and relevance. This collective effort strengthens our mission to ensure Lights, Laughter, and Learning thrive daily at Old Mill Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Needs Assessment		.



2025-2026 Phase Three: Comprehensive School Improvement
Plan_10292025_16:37

2025-2026 Phase Three: Comprehensive School Improvement Plan

Old Mill Elementary School
Brittany Joiner
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name



CSIP Goal Builder

Medication

Operational Definitions

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

Conclusions

1002-3126/96/0000-0000\$05.00/0

2019年12月15日

Goal Setting

Achievement Gap Goal

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

Data Analysis protocol in collaborative team meetings

Strategies (What)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps (Study & Act)	Funding
Strengthen Tier 1 instruction through common formative assessments and PLC-driven PDSA cycles	KCWP 4: Review, Analyze and Apply Data Results	Flexible MTSS groups revised every 6 weeks; Evidence-based Tier 2 strategies (visual models, manipulatives) with the use of iReady toolbox	<p>Measure of Success: Strengthen Tier 1 instruction through common formative assessments and PLC-driven PDSA cycles to ensure all students receive high-quality, standards-aligned core instruction.</p> <p>Data Used: Common formative assessments (CFAs), PLC Agendas documenting instructional planning and PDSA cycles; Look and Listen Tool evidence; MTSS data trends related to Tier 1 effectiveness.</p> <p>Who Will Monitor: Grade-level PLC teams, PLC facilitators, principal, instructional coach.</p> <p>Timeline: CFAs reviewed weekly during PLC; PDSA cycles updated quarterly; Look and Listen Tool collected quarterly with informal walkthroughs ongoing; MTSS data reviewed every 6-8 weeks.</p> <p>Measure of Success: Deliver targeted small-group instruction using predictive data to ensure students receive differentiated support aligned to KCWP 4: Review, Analyze, and Apply Data Results.</p> <p>Data Used: Predictive data from i-Ready; MTSS progress monitoring; flexible grouping data; evidence-based Tier 2 strategy implementation (visual models, manipulatives, i-Ready Toolbox resources).</p> <p>Who Will Monitor: Grade-level teachers, interventionists, MTSS team, instructional coach.</p> <p>Timeline: Flexible MTSS groups revised every 6 weeks; progress monitoring ongoing based on intervention schedule; instructional strategies reviewed during weekly PLCs and MTSS meetings.</p> <p>Measure of Success: Students will improve mastery of academic vocabulary connected to unit standards and CFAs.</p> <p>Data Used: Vocabulary checks tied to unit CFAs; analysis of specific word families (place value, fractions, etc.); Look and Listen Tool walkthrough evidence.</p> <p>Who Will Monitor: Grade-level teams, PLC facilitators, principal, instructional coach.</p> <p>Timeline: Vocabulary checks reviewed each unit during CFA analysis; Look and Listen data collected quarterly.</p>	N/A
Deliver targeted small-group instruction using predictive data	KCWP 4: Review, Analyze and Apply Data Results	Flexible MTSS groups revised every 6 weeks; Evidence-based Tier 2 strategies (visual models, manipulatives) with the use of iReady toolbox	<p>Measure of Success: Deliver targeted small-group instruction using predictive data to ensure students receive differentiated support aligned to KCWP 4: Review, Analyze, and Apply Data Results.</p> <p>Data Used: Predictive data from i-Ready; MTSS progress monitoring; flexible grouping data; evidence-based Tier 2 strategy implementation (visual models, manipulatives, i-Ready Toolbox resources).</p> <p>Who Will Monitor: Grade-level teachers, interventionists, MTSS team, instructional coach.</p> <p>Timeline: Flexible MTSS groups revised every 6 weeks; progress monitoring ongoing based on intervention schedule; instructional strategies reviewed during weekly PLCs and MTSS meetings.</p> <p>Measure of Success: Students will improve mastery of academic vocabulary connected to unit standards and CFAs.</p> <p>Data Used: Vocabulary checks tied to unit CFAs; analysis of specific word families (place value, fractions, etc.); Look and Listen Tool walkthrough evidence.</p> <p>Who Will Monitor: Grade-level teams, PLC facilitators, principal, instructional coach.</p> <p>Timeline: Vocabulary checks reviewed each unit during CFA analysis; Look and Listen data collected quarterly.</p>	SBDM Budget: i-Ready Toolbox \$7,000
Explicit vocabulary instruction for conceptual understanding	KCWP 2: Design and Deliver Instruction	Fryer models + visuals for each new term Vertical Planning Vocabulary		N/A

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Reading

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in reading will improve from 52% to 77.4%

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 52% to 74.3

Strategies (Plan)

KCWP Alignment

Activities (Do)

Progress Monitoring & Next Steps: (Study & Act)

Funding:

Improve early literacy through explicit phonics, fluency routines, Fundations, and transition supports into grades 4-5.

KCWP 2: Design and Deliver Instruction

Daily Fundations with fidelity in K-3
Decodables + comprehension questions aligned to phonics patterns

Measure of Success: Increase student comprehension through exposure to complex, grade-level texts and aligned questioning, consistent with KCWP 2: Design and Deliver Instruction.
Data Used: Walkthrough look-ions (text complexity, aligned questioning, evidence-based responses); PDCA reviews; CFA error analysis; documentation of re-teaching; exemplars and model lessons used for alignment across classrooms; visible learning targets; academic discourse notes.
Who Will Monitor: Principal, instructional coach, grade-level PLC teams.
Timeline: Walkthrough data collected weekly with formal look and listen tool quarterly; PDCA review each quarter; error analysis after each CFA with immediate re-teaching; exemplar and model lesson alignment reviewed during weekly PLCs and after each unit.
Measure of Success: Strengthen comprehension through systematic, academically focused vocabulary development and morphology instruction, aligned to KCWP 2: Design and Deliver Instruction.
Data Used: Vocabulary checks embedded in CFAs; morphology assessments (prefixes, roots, suffixes); analysis of specific word families and morphology gaps; use of language scaffolds and sentence frames; Tier 2 vocabulary support data.
Who Will Monitor: Grade-level teachers, PLC facilitators, instructional coach, principal.
Timeline: Daily morphology instruction; vocabulary checks analyzed during each unit's CFA review; scaffolds and sentence frames monitored during weekly PLC discussions; Tier 2 supports adjusted every 6-8 weeks based on MTSS cycles.

N/A

Increase comprehension through exposure to complex grade-level text and aligned questioning.

KCWP 2: Design and Deliver Instruction

Visible learning targets + academic discourse about texts
Read-aloud and shared reading tied to priority standards

Measure of Success: Strengthen comprehension through systematic, academically focused vocabulary development and morphology instruction, aligned to KCWP 2: Design and Deliver Instruction.
Data Used: Vocabulary checks embedded in CFAs; morphology assessments (prefixes, roots, suffixes); analysis of specific word families and morphology gaps; use of language scaffolds and sentence frames; Tier 2 vocabulary support data.
Who Will Monitor: Grade-level teachers, PLC facilitators, instructional coach, principal.
Timeline: Daily morphology instruction; vocabulary checks analyzed during each unit's CFA review; scaffolds and sentence frames monitored during weekly PLC discussions; Tier 2 supports adjusted every 6-8 weeks based on MTSS cycles.

N/A

Strengthen comprehension through systematic, academic focused vocabulary development and morphology.

KCWP 2: Design and Deliver Instruction

Daily morphology instruction (prefixes, roots, suffixes)
Interactive vocabulary walls with student examples

Measure of Success: Strengthen comprehension through systematic, academically focused vocabulary development and morphology instruction, aligned to KCWP 2: Design and Deliver Instruction.
Data Used: Vocabulary checks embedded in CFAs; morphology assessments (prefixes, roots, suffixes); analysis of specific word families and morphology gaps; use of language scaffolds and sentence frames; Tier 2 vocabulary support data.
Who Will Monitor: Grade-level teachers, PLC facilitators, instructional coach, principal.
Timeline: Daily morphology instruction; vocabulary checks analyzed during each unit's CFA review; scaffolds and sentence frames monitored during weekly PLC discussions; Tier 2 supports adjusted every 6-8 weeks based on MTSS cycles.

N/A

Math

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 47% to 68%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 47% to 64%.

Strategies (Plan)

KCWP Alignment

Activities (Do)

Progress Monitoring & Next Steps: (Study & Act)

Funding:

Ensure daily instruction tightly aligns to standards, success criteria, and rigorous tasks.	KOMP 2: Design and Deliver Instruction	Standards-aligned tasks with real-world application Students explain reasoning during independent and group work Learning targets and success criteria posted and referenced daily	Walkthrough Data CFA Data Analysis Research standards with identified misconceptions	N/A
Increase targeted supports for students who are not on track.	KOMP 2: Design and Deliver Instruction	Flexible MTSS groups reviewed every 6-8 weeks High-leverage intervention routines (visual models, manipulatives, etc.)	Ready Movement between tiers tracked Increase timeliness for students not responding Vocabulary checks tied to CFAs Student explanations monitored during walkthroughs Add visuals, manipulatives, and sentence frames Small-group focus on language structures	N/A
Improve problem-solving by strengthening mathematical language	KOMP 2: Design and Deliver Instruction	Explicit vocabulary routines Sentence stems to explain math thinking		N/A

Alignment to Needs: Optional Goals

Through the *Read-Think Assessment* for Science, students were identified, and provision was made for them to be placed in a literacy support additional education class and to be referred to the Literacy Support Unit for development support (read and understand) for the purpose of enhancing quality of life. "Yes," students must complete the literacy skills for the performance with a no further information is needed. Each indicator must have a "Yes" or "No" response to the hidden table.

Indicator	Is the reply suitable?	Realisation
-----------	------------------------	-------------

	Prevalence rates from the previous year
2001	Not large enough subgroup
2002	Areas being targeted in the PHUS
2003	NA

Objective(s): By Spring 2004, students scoring proficient and distinguished in writing will improve from 38.9 to 72.6.

Strategic Plan: KCTV Alignment

Assessor (s):

Learn writing techniques by watching this online demonstration video.

At the University of Iowa

Daily listening and food notes are available on a very low budget in

Figure 1. Varying the amount of the input data. The amount of the input data is varied from 10% to 100% of the total data. The results show that the proposed method can handle the varying amount of the input data.

Abstract

Priority Indicator 02 (Name)
3-5 Year Credit by Spring 2020, students earning proficiency and distinguished in science will increase from 4.2% to 50%.

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Impaired nociceptive responses via thorough breathing, sitting, and standing were observed in patients with severe COPD. These findings suggest that respiratory function is involved in nociceptive function.

Knowledge of tobacco and marijuana by implementing Project Lead The Way (PLTW) students to support medical investigations.

Priority Indicator (A) (Years)

[illegible]

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Goal Builder		• 1

Mary Ann Phillips
Danielle Samp
Samantha Figg
Kerri Skiff
Greg Richards
Dunne