

*Pending approval
of entire document
at SBDM meeting 1/13/2026
D. Bickley*

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09182025_11:46

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Pleasant Grove Elementary School
Dionna Bickley
6415 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

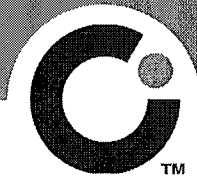
- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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.

Dionna Bickley



2025-2026 Phase One: School Safety Report_09182025_11:47

2025-2026 Phase One: School Safety Report

Pleasant Grove Elementary School
Dionna Bickley
6415 Hwy 44 E
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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.

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- this is a requirement for middle and high school. PGE is an elementary school.

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

streaming, or via a video recording?

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

Yes

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

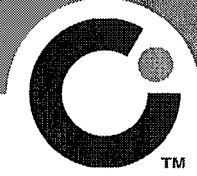
If the answer is "no", please explain in the comment box.

Yes

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

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

Yes



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

2025-2026 Phase One: Executive Summary for Schools

Pleasant Grove Elementary School
Dionna Bickley
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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Pleasant Grove 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?

Pleasant Grove Elementary is home to 665 students in preschool through 5th grade. We are located in Mt. Washington, Kentucky. The Bullitt County School District comprises 13 elementary schools, 6 middle schools, 3 high schools, the Bullitt Alternative Center, the Riverview Opportunity Center, the Bullitt County Area Technology Center, the Bullitt Virtual Learning Academy, and the Bullitt Advanced Math and Science (BAMS) Center. The district is located directly south of Louisville, KY, and is the Commonwealth's seventh-largest school district. The demographics and community support have changed over the past year. Though volunteer hours have significantly dropped over the past year, our parents are actively involved in our after-school programs, events, and parent/teacher conferences. 12.7% of the PGE population is considered to be students with disabilities, 25.8% of our students are considered economically disadvantaged, and 10.2% are in the gifted and talented program.

School Stakeholders

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

The school's stakeholder groups include the Principal Student Advisory Committee, the Site-Based Decision Making (SBDM) Council, and the SBDM Committees. Here's a description of each:

- Principal Student Advisory Committee: This group consists of 3rd-5th grade students who provide input on school improvement plans.
- Site-Based Decision Making (SBDM) Council: Comprised of three teachers and three parents, the council provides input on school improvement plans.
- SBDM Committees: These committees are made up of teachers who focus on specific areas of the school improvement plan.

The school ensures stakeholder involvement and engagement through:

- Monthly meetings: Regular gatherings of stakeholders allow for open communication, updates on school improvement plans, and input on school improvement plans.
- Surveys: Surveys are distributed to gather input from a broader base of stakeholders, ensuring that all voices are heard.
- Data-based decisions: The use of data in decision-making ensures that the school's improvement efforts are based on evidence.

Together, these practices ensure that all voices, from students to parents to staff, are considered in the school's improvement planning process.

School's Purpose

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

The PGE mission is "We lead, we learn, we care. We make a difference." We achieve this by having an experienced professional staff and strong parental support to help to create a warm and caring environment that meets the academic, social, and emotional needs of each and every student. PGE staff is dedicated to nurturing independent, literate, and innovative thinkers who will become responsible, successful participants in twenty-first century society. We follow the rigorous Kentucky Core Academic Standards as we partner with parents, students, and the community to prepare our students for their college and career goals. Pleasant Grove Elementary staff takes pride in providing a comprehensive, equitable educational program for all students. Our instructional program provides opportunities to develop each child's emotional and physical skills, as well as his or her academic abilities. Students of all abilities, interests, and learning styles experience a rigorous curriculum presented through a variety of evidence-based instructional methods. Our Vision at PGE is, "Together with families, we will empower each other to be lifelong learners who lead with compassion, create meaningful impact, and build respectful communities." We do this by creating a culture where risk-taking is welcomed and we create a rigorous curriculum based on the Kentucky Academic Standards.

Notable Achievements

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

Over the past three years, our focus has continued to be on providing academic rigor for all students and a safe, caring learning environment. Though our previous academic data shows a slight decrease we have seen an increase in student engagement. This increase has impacted our school culture data which shows improvement. While our economically disadvantaged and special education populations did not make growth as we hoped, their sense of belonging and caring increased.

Areas of Improvement

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

Additional Information

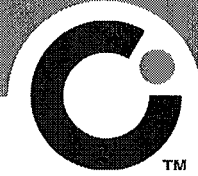
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Pleasant Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10162025_13:10

2025-2026 Phase Two: School Assurances

Pleasant Grove Elementary School
Dionna Bickley
6415 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for Schools_10162025_13:18

2025-2026 Phase Two: The Needs Assessment for Schools

Pleasant Grove Elementary School
Dionna Bickley
6415 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

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

We are utilizing MyView for reading and iReady Math with integrity to plan and instruct in the academic areas of math and reading. We are also utilizing Character Strong for our social and emotional learning block each morning.

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

Our PLCs will focus on the assessments given in the classroom in order to plan whole group instruction as well as small group instruction.

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>2026 PGES CSIP Needs Assessment</u>	Data for Needs Assessment	.

Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.

This year's needs assessment was conducted collaboratively with input from the PGE Faculty in grades 3-5 and School Leadership Team. Data from state tests, district benchmarks, common formative assessments, and attendance/behavior reports were reviewed, starting with the Leadership Team in September. On October Bullitt Day, the PGE Faculty analyzed the data and identified three key goals: improving reading comprehension, enhancing math problem-solving skills, and addressing achievement gaps. SBDM Committees are now setting subject-specific goals based on this analysis, with the SBDM Council set to review the findings in their October meeting. All meetings were documented with agendas and minutes for transparency.

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

The previous year's Comprehensive School Improvement Plan (CSIP) focused on improving academic outcomes through instructional fidelity, data analysis, and an initial push for Social-Emotional Learning (SEL). The analysis of the provided documents reveals partial implementation success and highlights key areas that will inform the current year's strategy. Instructional Fidelity with High-Quality Resources: The current observation data confirms successful implementation of key high-quality resources. The teacher is observed using both UFLI for Tier 3 phonics instruction and MyView Literacy for whole-group reading, demonstrating that the materials are being used as intended. The observation note confirms the application of the UFLI program ("Learning Target: UFLI: I can decode words with the digraphs 'th'"). Reading Performance Stability: Despite academic shifts in other areas, the goal of maintaining Elementary Reading performance was successful, as KSA Reading P/D remained stable at 50% from 2023-2024 to 2024-2025. Math and Science Growth: The goal to increase KSA performance showed success in these domains, with Elementary Math P/D increasing by 4 percentage points (58% to 62%) and Elementary Science P/D increasing by 4 percentage points (32% to 36%). The results from the previous year's plan directly inform and validate the need for the focused strategies in the current year's plan:

Data-Driven Intervention: The discrepancy between high KSA scores and low I-Ready scores (the inconsistency in CFA analysis) validates the need for the "Differentiated Intervention Training" strategy in the new plan. The focus must shift from simply gathering CFA data to ensuring the data is rigorous and used for real-time instructional adjustments, particularly to address the steep declines for Students with Disabilities (e.g., -19% in Math P/D).

Targeted Reading Instruction: The success of UFLI with a small group combined with the need to extend phonics instruction will be addressed by the new plan's strategy to utilize trained community volunteers and Parent-as-Partner Workshops. This will extend instructional time and resources beyond the Tier 3 group to the broader population struggling with foundational reading (the 42% I-Ready P/D).

Leveraging Strengths: The success in KSA Math and Science, and the 100% P/D for Homeless Students, validates the use of existing high-quality instruction. The new plan will focus on scaling these successful models through the new Academic Volunteer Corps

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

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

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

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

The school's current academic state presents a mixed picture, demonstrating areas of growth in state-level content knowledge, while simultaneously revealing urgent achievement gaps and low proficiency rates on benchmark assessments, particularly in foundational math skills. Recent Kentucky Summative Assessment (KSA) data, comparing the 2023-2024 and 2024-2025 school years, shows slight overall growth in Math and Science for all elementary students. Elementary Math Proficiency/Distinction (P/D) for All Students rose by 4 percentage points, from 58% to 62%. Elementary Science P/D also improved by 4 percentage points, moving from 32% to 36%. Elementary Reading P/D remained stable at 50% for all students across both years. However, the KSA data highlights significant and concerning declines among achievement gap groups: Students with Disabilities saw a sharp drop in performance, particularly in Math, where P/D decreased by 19 percentage points (from 45% to 26%). Reading P/D for this group fell by 8 percentage points (from 46% to 38%). Economically Disadvantaged Students also showed declines, with Reading P/D decreasing by 6 percentage points (from 50% to 44%) and Math P/D dropping by 7 percentage points (from 54% to 47%).

The current climate and culture of the school are characterized by exceptional family and community involvement, stable student attendance, and a high priority placed on professional learning and retaining talented staff, despite some movement to outside positions. Family engagement is a pronounced strength, suggesting a highly supportive culture surrounding student learning. The school achieved an outstanding 98% parent attendance rate for the 2024-2025 parent/teacher conferences, demonstrating strong parent investment. Furthermore, the community dedicated 2,132 total volunteer hours to the school, underscoring robust external support. Operational attendance for the student body is stable and healthy. The average daily attendance rate for the 2024-2025 school year was 95.41%. Critically, the chronic absenteeism rate—a key indicator of student disengagement—was low at 7.23%. While the overall certified staff retention rate is strong, the school lost 3 out of 40 certified staff members (a turnover rate of 7.5%) after the 2024-2025 school year, which creates vacancies but also reflects staff growth: 1 retirement. 1 teacher moved to a higher-paying district. 1 teacher was promoted to a district-level position. This indicates the school is a developing ground for professional talent, though it faces competitive pressure from other districts. The culture supports high-quality professional learning, evidenced by the use of the Kentucky Danielson Framework for evaluation and the implementation of structured, research-aligned programs like UFLI and MyView Literacy. The internal climate observed is respectful and highly productive. Classroom management is proactive and non-disruptive, allowing for efficient instruction. This well-managed environment facilitates learning and minimizes behavioral disruptions, contributing to a positive school climate.

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.

The school's improvement plan will strategically leverage its operational and cultural strengths to address critical academic weaknesses, particularly the achievement gaps revealed in benchmark and state assessment data. The school will capitalize on its instructional stability and commitment to high-quality professional learning to target low proficiency rates and subgroup declines.

Leveraging Strengths Commitment to High-Quality Resources: The use of research-aligned programs like UFLI and MyView Literacy provides a consistent, high-leverage curriculum foundation. **Staff Stability & Professional Climate:** The low certified staff turnover rate of 7.5% (3 out of 40 teachers) means professional development investments will yield high returns. **Proactive Classroom Management:** The documented Accomplished rating in Domain 2 (Classroom Environment) ensures minimal time is lost to disruption.

Improvement Strategy

The focus will be on addressing the low I-Ready Math P/D of 31% and the alarming KSA decline for Students with Disabilities (e.g., -19 percentage points in Math P/D).

Differentiated Intervention Training: Utilize Bullitt Days and PLCs to train all staff on implementing explicit, small-group intervention protocols. This training will specifically use the structural fidelity of UFLI to provide targeted foundational literacy support and enhance the use of MyView materials to differentiate reading comprehension instruction as well as iReady to target our foundational math skills.

Maximizing Instructional Time: Standardize the efficient small-group procedures observed (e.g., quick material distribution, low-key redirection) across all classrooms. This leverages the proactive classroom climate to ensure that high-need students receive the maximum instructional dosage necessary to close skill gaps identified by I-Ready data.

KCWP 4: We will use Benchmark data along with our iReady data to develop intentional instructional groups to move students. Intentionally naming and claiming students using data allows teachers to respond proactively to individual learning needs and move students forward through targeted small-group and individualized instruction. When teachers use assessment data, observations, and progress-monitoring results to clearly identify specific strengths and needs, instruction becomes more precise, timely, and effective. This approach ensures that no student is overlooked and that support is aligned to what students actually need—not assumptions. Naming and claiming students also promotes shared ownership and accountability, helping teachers track growth, adjust instruction, and celebrate progress. Ultimately, data-informed small-group and individualized instruction accelerates learning, closes gaps, and provides equitable opportunities for every student to succeed.

When thinking about the activities that you remember, WIN groups are short. Each 20-minute small group should target one priority skill identified in the diagnostic rather than multiple unrelated skills. Clearly name the focus for students ("Today our group is working on making inferences") so instruction is intentional and aligned to data. WIN time activities, think about how to translate iReading data into short-term, measurable goals for each group or individual student. During the 20-minute block, track progress using quick checks such as exit slips, whiteboard responses, or brief skill probes aligned to the focus. Teachers can note progress on a simple tracking sheet to monitor growth over time and determine when students are ready to move to a new skill or need continued support.

Evaluate the Teaching and Learning Environment: In Cognia, select yes or no for each of the KCWPs that you will focus on per your data analysis from above and provide comments on the KCWP(s) you will be focusing on.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change	Trends 2-3 years	Strengths
Elementary Reading (all students) Elementary Math (all students) Elementary Writing (all students) Elementary Science (all students) Elementary Social Studies (all students)	42.00%	18%	31%	50% P/D	50% P/D	0	3. After analyzing data trends from the previous two academic years, which revealed that the percentage of students with disabilities scoring Proficient or Distinguished in math and reading on the KSA assessment has continued to decline significantly, in addition, economically disadvantaged students scoring Proficient or Distinguished in math and reading on the KSA assessment has continued to decline significantly as well.	6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school, Elementary Reading (All Students) KSA Performance: Elementary Reading proficiency/distinction remained stable at 50% from the 2023-2024 to the 2024-2025 school year (Change of 0).
	31%	7%	31%	58% P/D	54% P/D	-4		
				64% P/D (combined)	50% P/D (combined)	-14		
				32% P/D	36% P/D	4		
				51% P/D	46% P/D	-5		
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
Students w/Disabilities Reading (elementary) Students w/Disabilities Math (elementary) Students w/Disabilities Writing (elementary) Students w/Disabilities Science (elementary) Students w/Disabilities Social Studies (elementary)				34% P/D	28% P/D	-6		
				23% P/D	16% P/D	-7		
				35% P/D	0% P/D (suppressed)			
				8% P/D (suppressed)	29% (suppressed)			
				29% P/D	0% (suppressed)			
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
EL Elementary Reading EL Elementary Math				43%	suppressed			Elementary Math (All Students) KSA Performance: Elementary Math P/D showed an increase of 4 percentage points, rising from 58% P/D in 2023-2024 to 62% P/D in 2024-2025.
				71%	suppressed			
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
Economically Disadvantaged Reading (elementary) Economically Disadvantaged Math (elementary) Economically Disadvantaged Writing (elementary) Economically Disadvantaged Science (elementary) Economically Disadvantaged Social Studies (elementary)				46% P/D	38% P/D	-8		
				48% P/D	46% P/D	-2		
				45% P/D (Combined)	26% P/D	-19		
				23% P/D	33% P/D (suppressed)			
				45% P/D	34% P/D	-11		
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
Homeless Students Reading (elementary) Homeless Students Math (elementary) Homeless Students Writing (elementary) Homeless Students Science (elementary) Homeless Students Social Studies (elem)				100%				Elementary Science (All Students) KSA Performance: Elementary Science P/D increased by 4 percentage points, rising from 32% P/D in 2023-2024 to 36% P/D in 2024-2025.
				100%				
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
Gifted and Talented Reading (elementary) Gifted and Talented Math (elementary) Gifted and Talented Math (high)								Homeless Students KSA Performance: Homeless Students achieved a 100% P/D rate in both Reading and Math on the 2023-2024 KSA.
Spring I-Ready Data, 2025		Fall I-Ready 2025	Winter I-Ready Target	KSA 2023-2024	KSA 2024-2025	Change		
Non-Academic Data Behavior (elementary) Student Attendance (elementary) Quality of Climate Student Survey (elementary)								2021-2022



2025-2026 Phase Three: Comprehensive School Improvement Plan_12182025_12:43

2025-2026 Phase Three: Comprehensive School Improvement Plan

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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



PGES Comprehensive School Plan 2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PGES Comprehensive School Plan 2026	Goals and actions	• 1

Comprehensive School Improvement Plan (CSIP)

Operational Definitions

Operational Definitions

[illegible]

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

Program 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 strategy. The measures may be quantitative or qualitative but are observable in some way. The descriptions should include the methods to be reviewed, specific timelines, and

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

Achievement Gap Goal				
<p>KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.</p>				
<p>Objective/Goal: <i>By Spring 2026, economically disadvantaged students scoring proficient and distinguished in reading will improve from 38% to 46%</i></p>				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Strengthen Tier 1 Instruction & Access to Rigorous Literacy Learning	KCWP 2: Design and Deliver Instruction	Teachers will develop and implement lessons using the My View Reading program. They will analyze data from Common Assessments as they engage in the Instructional Process to gauge student mastery and identify next steps.	Measure of Success: Increased proficiency on common formative assessment and iReady diagnostics. Who will review progress? Classroom teachers, Grade Level PLCs, ILT How often? During data analysis of formative assessments, after each iReady Diagnostic	SBDM Budget: MyView Student Consumables (3rd 4th, & 5th Grade) -\$13,670.60
Targeted Intervention for Economically Disadvantaged Students	KCWP 4: Review, Analyze and Apply Data Results	Interventionists and teachers will use iReady Diagnostic data to form targeted reading groups during WIN. Deliver small-group instruction explicitly tied to gaps identified in phonics, vocabulary, and comprehension. ESS-funded certified teacher will provide targeted support (3x/week for 57 days).	Measure of Success: iReady Diagnostic and Growth Monitoring, Small-group progress checks, intervention logs, WIN group performance on common formative assessments Who will review progress? Classroom Teachers, ILT, and Grade Level Teams How often? WIN Groups every 6 weeks, ILT review of data bi-monthly, Classroom Teachers-during assessment analysis	SBDM Budget: iReady Toolbox- \$6,936. ESS Funds: Certified Teacher (3xs/week for 57 days)-\$17,009.37

State Assessment Results in Reading and Mathematics				
Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.				
Reading				
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished will improve from 50 percent to 75.9 percent.				
Objective(Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 50 percent to 57 percent.				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implement High-Quality Tier 1 Instruction Using MyView Reading	KCWP 2: Design and Deliver Instruction	Teachers will develop and implement lessons aligned to the MyView Reading program. Teachers will use the Instructional Process to ensure lessons include modeling, guided practice, independent practice, and opportunities for discourse.	Measure of Success: Common Assessment data (MyView Reading unit assessments and comprehension checks), iReady Diagnostic performance, PGE Instructional Walkthrough tool Who will review progress? Classroom and SPED teachers, ILT, SBDM How often? Upon completion of unit assessments, walkthrough data= bi-monthly, iReady diagnostic=3xs yearly	SBDM Budget: MyView Student Consumables (3rd 4th, & 5th Grade)-\$13,670.60
Use Ongoing Assessment Data to Adjust Reading Instruction	KCWP 4: Review, Analyze and Apply Data Results	Teachers will analyze Common Assessment data and iReady Diagnostic data to monitor student mastery and adjust instruction.	Measure of Success: Student increased proficiency on assessments, Targeted Growth Goals met (iReady Diagnostic), increased reading levels on Benchmark Assessment Who will review progress? Classroom and SPED teachers, ILT, How often? Upon completion of MyView assessments, iReady Diagnostic (3xs yearly), Benchmark (3 times yearly for K-3)	SBDM Budget: iReady Toolbox- \$6,936.
Authentic Learning Experiences	KCWP 2: Design and Deliver Instruction	Implement authentic learning experiences that align with Kentucky Academic Standards and intentionally embed the BCPS Graduate Profile competencies to deepen student understanding, increase engagement, and strengthen mastery of grade level content.	Measure of Success: Classroom Observations, student exhibitions, Transformational Walkthrough Tool Who will review progress? classroom teachers, ILT; How often? quarterly	\$0
Math				
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 54 percent to 75.3 percent.				
Objective(Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 54 percent to 60 percent.				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implement High-Quality Tier 1 Math Instruction Using iReady Math	KCWP 2: Design and Deliver Instruction	Teachers will develop and implement daily lessons aligned to the iReady Math program. Teachers will engage in the Instructional Process to plan clear modeling, guided practice, independent tasks, and math discourse opportunities. Teachers will use iReady reports (Domain & Lesson data) to support instructional planning.	Measure of Success: Common Assessment data (iReady Math assessments and comprehension checks), iReady Diagnostic performance, PGE Instructional Walkthrough tool Who will review progress? Classroom and SPED teachers, ILT, SBDM How often? Upon completion of unit assessments, walkthrough data= bi-monthly, iReady diagnostic=3xs yearly	\$0

Use Common Assessment Data to Drive Math Instruction	KCWP 4: Review, Analyze and Apply Data Results	Teachers will analyze Common Assessment data to determine mastery levels and identify which skills require additional focus. Teachers will review unit assessments and classroom formative checks to identify students needing instructional adjustments. Small groups will be formed based on skill deficits identified from common assessments. Teachers will use iReady reports (Domain & Lesson data) to support instructional planning.	Measure of Success: Student increased proficiency on assessments, targeted Growth Goals met (iReady Diagnostic) Who will review progress? Classroom and SPED teachers, I.T. How often? Upon completion of iReady Math assessments, iReady Diagnostic (3xs yearly)	\$0
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