



2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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. The timeline for the district's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, 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 district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.
Hannah Scott



2025-2026 Phase One: School Safety Report_10012025_12:12

2025-2026 Phase One: School Safety Report

Roby Elementary School
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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 August 7, 2025

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 , August 11, 2025

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

NA

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

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

Yes

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

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

Yes

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

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

Yes



2025-2026 Phase One: Executive Summary for Schools_09232025_16:41

2025-2026 Phase One: Executive Summary for Schools

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
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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?

Roby Elementary is located in Shepherdsville, the county seat of Bullitt County. We serve approximately 417 students in grades preschool through grade 5. Our population is in an area of diverse socio economics with a student minority population of about 18.72%. Roby Elementary School consistently qualifies for the Community Educational Provision program, in which every student receives a non charge breakfast and lunch each day. 69.1% of our population qualifies as economically disadvantaged. We have 3.36% of our population that speak English as a Second language. 19.9% of our students receive special education services. 5.9% of our students receive GT services. Some of our students are from homes in which they have the opportunity to travel and gain exposure to experiences outside of school and extracurricular activities that enhance their education. However, many of our students do not have the opportunity to travel and participate in extracurricular activities. We have a significant number of students that are being raised by grandparents and other family members or in foster care. Residential areas that are slated by district boundaries to attend Roby include apartments and small to medium sized homes. Additionally, our region of Shepherdsville has hotels that house homeless students and their families. Our homeless students comprise 2.25% of our total student population. Our population is relatively transient due to our proximity to Jefferson County schools and the Louisville metro area and recent changes in legislation allowing open transfers between districts within district timelines/policies has made our population more transient. Our staff is diverse in terms of years of experience, race, gender, and nationality with individuals from 26 years of experience to this being their first year. We have approximately 31 certified staff members and 24 classified staff members (10 of these being instructional support staff). Of these certified staff members 19 do not have tenure. Only 2 of the 41 certified staff members is not highly qualified in the area they are teaching and is emergency certified.

School Stakeholders

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

Roby Elementary's success is built on a broad network of stakeholder groups that contribute to the academic, social, and cultural growth of the school community:

1. Students – The heart of the school, representing diverse needs and backgrounds, including students who are economically disadvantaged (69.1%), English Learners (3.36%), students with disabilities (19.9%), gifted and talented (5.9%), and those experiencing foster care or homelessness (2.25%).
2. Families and Caregivers – Parents, grandparents, foster families, and guardians, many of whom actively participate in PTA, volunteer opportunities, service learning events, and school councils.
3. Staff – 31 certified and 24 classified staff members, representing a mix of veteran and early-career educators, including interventionists, special educators, instructional support staff, and extracurricular sponsors.
4. School Leadership – Principal, instructional coach, special education coach, counselor and teacher leaders (e.g., PLC facilitators, PBIS coach, Mental Health Coach, Site-Based Decision Making Council teacher representatives).
5. Parent Leadership Groups –
 - Parent Teacher Association (PTA): Highly active, leading annual events such as fall festival, winterfest, literacy nights, Night of the Arts, and more.
 - Site-Based Decision Making (SBDM) Council: Includes parent representatives, meets monthly to guide policy, budget, staffing, and curriculum decisions.
 - Family Resource Center (FRC) Advisory Council: Includes parents and teachers, meets monthly to address student/family needs and ensure access to wraparound services.
6. Community Partners – Local organizations and businesses such as Lowe's, Amazon, Norton's Children's Hospital, Shepherdsville Police/Fire/EMS, Ken-Mulch, Turn Around Center, Radiant Spa, and Bullitt Central High School. These partners provide resources, mentorship, and support for school programs and service learning.
7. District Leadership and External Professional Networks – Bullitt County Public Schools district teams, instructional cohorts (e.g., LETRS, Authentic Architect Learning), and cross-school collaborations.

Roby Elementary ensures stakeholder involvement through intentional structures and practices:

- Annual Review of School Purpose: The school community collaboratively revisits and revises its vision ("Inspire the Unimaginable"), mission, and

community agreements through multi-week processes to ensure they reflect collective values and guide improvement efforts.

- Site-Based Decision Making (SBDM) Council: Meets monthly to review data, approve policies, and monitor improvement initiatives, ensuring parent voice in governance.
- Family Resource Center (FRC) Advisory Council: Provides parent and teacher input on family supports and programs that remove barriers to learning.
- Parent Teacher Association (PTA): Leads major events and collaborates closely with staff, providing consistent input on school climate and family engagement strategies.
- Volunteer Contributions: Families and community members provided over 590 volunteer hours in the past year, not including the extensive contributions of Bullitt Central High School students who partner with Roby both during the school day and in extracurricular programs.
- Professional Improvement Communities (PICs) / PLCs: Teachers meet weekly by grade level, along with interventionists and special educators, to review assessment results, design instruction, and plan interventions. Staff leaders are trained as PLC facilitators to ensure shared leadership and ownership of improvement work.
- Community-Building Structures for Students: PBIS reward rallies, SEL time, restorative practices, and PBIS embed student voice and belonging into daily routines, ensuring that students are active participants in shaping school culture.
- Celebration & Communication: Achievements are celebrated through social media, newsletters, postcards, rallies, and awards, engaging families and building pride in improvement efforts.
- Community Partnerships: Local organizations provide authentic learning opportunities, service learning projects, and resources that expand student experiences while reinforcing the school's mission of developing caring community members.

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.

Annually we review and revise our school purpose. As a community we went through a process over multiple weeks to develop who we are, why we exist, and our mission. Additionally, we developed community agreements that guide our professional improvement community (PICs).

Who we are: Caregivers

Why we exist (vision): To inspire the unimaginable

Our mission: We inspire our students' love for learning, encourage them to try new things, and give them a solid foundation to become caring community members.

Our community agreements are as follows:

1. This is a safe space (to take risks, dream big!)
2. We care for ourselves in order to be effective caregivers (for our team, our students and our school)
3. We throw sunshine not shade (as we light up this space with positive energy)
4. Together we know a lot (we are greater than me!)
5. We do our best & realize others are too (while understanding our best constantly grows!)

Our master schedule prioritizes social emotional learning, MTSS, co-teaching and providing access to PICs (professional improvement communities)/common grade level planning for all teachers. Students have 20 minutes of social emotional learning (SEL) time daily with a couple days in their regular homerooms. We strive to implement instruction and culturally diverse strategies that develop students who are self-directed navigators of their futures. Our practices of implementing restorative discipline in combination with a restorative care culture, Leveled Literacy Instruction, Literacy Footprints, Literacy Footprints Intervention, Compass, Number Talks are examples of meeting the needs of all students.

Our dedicated MTSS time in our master schedule allows for a focus on literacy (reading and writing), math and behavior. Tier 2 time focuses on re-teaching essential standards that our as identified by our district based on student performance on common assessments created by our district and grade level teams.

We have established clear expectations that make a positive impact on our culture through the implementation of restorative care practices for our community, restorative discipline, PBIS (positive behavior interventions and support), instruction in behavior/social emotional skills, ABRI, growth mindset lessons, and Second Steps. We recognize and celebrate students and their achievements through social media, Citizen of the Month, house rallies, parent newsletters, positive postcards, birthday postcards, Roby News, and awards ceremonies.

We have staff members that seek out and attend professional learning opportunities aligned to the school and district priorities. We have staff members that have taken on leadership roles such as Webmaster, Site Technology Coordinator, BCEA Representative, Mental Health Coach, Energy Team Coordinator,

PIC Facilitator, School Public Information, Access 24 Coordinator, SBDM Council Representatives, PBIS Coach and Team Leads. Additionally many staff members lead both paid and volunteer extracurricular activities such as: Archery, STLP, Academic Team, Chess, Play Director, Robotics Sponsor, Track, Yearbook, Beta, Cougar Cub Tech Hub, Safety Patrol, Cougar Leader Den, Girls Who Code, and Volleyball.

Notable Achievements

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

Overall, we need to continue increasing proficiency and decreasing novice and apprentice in all academic areas for all students, and specifically for students with disabilities. Roby has been working on assessment literacy, restorative care literacy, and creating authentic student learning experiences. Using a data hub has been transformative in systematically aligning, documenting and analyzing student learning. We restructured our master schedule to allow all certified staff including interventionists and special education teachers to attend weekly PLCs. Our intervention time has been restructured to more effectively meet the needs of all students. Certified staff provide tier 2 and 3 instruction using evidence based strategies. Classified staff use evidence-based strategies and programs to meet the needs of some tier 2 students during designated MTSS blocks. Teachers meet on grade level teams to create pre and post assessments to assess mastery of learning. They showcase lessons, student products and collaboratively analyze the results of assessments in teams. Assessment results guide conversations around instruction, intervention and enrichment. We have several teachers that participate in the Authentic Architect Learning and LETRS cohorts. We train and coach one member from each collaborative team to lead in the role of PLC facilitator. Students and families have multiple opportunities to participate in before/after school events such as fall festival, open house, PTA, literacy night, winterfest events, dinner theater, dances, Night of the Arts Showcase, Lunch with Someone Grand, Cougar Buddy Breakfast, Archery, STLP, Academic Team, Chess, Plays & Musical Performances, Robotics Sponsor, Track, Yearbook, Beta, Cougar Cub Tech Hub, Safety Patrol, Girls Who Code, and Volleyball. Our students have excelled at the regional, state and national level with STLP, BETA, and Academic Team. We utilize our instructional coach and special education instructional coach to support teachers and improve teacher performance in a variety of ways. Our community partners include Lowes, Shepherdsville Police and Fire Departments, Shepherdsville EMS, Bullitt Central High School (agriculture pathway, art pathway, culinary pathway), Riverview Opportunity Center/BAC, Area Technology Center, Radiant Spa, Amazon, Norton's Children Hospital, Ken-Mulch, Turn Around Center, and various other professionals and businesses that donate their resources (time, personnel, money, and products). Students are encouraged, through our service learning focus, to volunteer their time and efforts to improve the community. We won most improved attendance for all elementary schools for 24-25 school year with an ADA above 94%.

Areas of Improvement

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

Authentic Learning Experiences:

- At our school, we commit to creating learning environments where students are empowered to wonder, explore, create, and g
- Students highly cognitively engaged and self directed in lesson/activities & with peers
- Roby Transformation Plan

Co-Teaching

- We maximize learning by using two adults intentionally in the classroom to support all students through shared planning, tea
- Alternative teaching is where one teacher leads while the other works with a small-group or targeted support.
- Parallel teaching where the class is split into two groups for deeper instruction with a smaller group.
- Station rotations where both teachers run different activities simultaneously.
- Co-planning to ensure lesson alignment and differentiation.

Well-Managed Learning Environments

- We maintain consistent, predictable routines and clear expectations so every student can focus on learning.
- Teaching, practicing, and reinforcing classroom procedures (lining up, transitions, restroom/water breaks).
- Limiting interruptions during direct instruction.
- Using positive reinforcement to build a respectful, caring culture.Quick, calm redirection when behavior strays from expectati

Implementation of Curriculum: MyView, iready, Foundations, Heggerty, and Character strong

- We commit to teaching the district-provided curriculum with integrity, using data to adjust instruction to meet student needs.I
- Use program diagnostics and growth monitoring to identify and respond to learning gaps.
- Embedding small-group instruction based on student data.
- Providing intervention and enrichment aligned to grade-level standards.

Additional Information

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

NA

Generated on 01/13/2026

Roby Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10012025_12:38

2025-2026 Phase Two: School Assurances

Roby Elementary School
Hannah Scott
1148 Highway 44 East
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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_13:47

2025-2026 Phase Two: The Needs Assessment for Schools

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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?

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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.

<https://docs.google.com/spreadsheets/d/1nZBLCHm2e9XO-LXWp2KPgyZdXjnEBqOUwUN76xz7ONc/edit?gid=1552196549#gid=1552196549>

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

This is not a focus

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

KCWP 2: Design and Deliver Instruction

-Weekly Lesson plans based on grade level standards & curriculum

-MTSS small groups for reading and writing reteaching of standards and gap skills.

-walkthrough data with common walkthrough tool

-
- First year support for teachers new to our building/district with in house mentoring program and district program, THRIVE, to support teaching
 - coaching sessions provided by the Instructional Coach for new and veteran staff around our instructional vision and priorities

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

This is not a focus

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

KCWP 4: Review, Analyze and Apply Data

- ODW quarterly review
- PLC cycles - using student products, data analysis and MTSS processes
- shared drive for MTSS data
- MTSS groups are fluid and change based on student data.
- SBDM monthly meetings with data updates
- Otus - data dashboard

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

This is not a focus

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

KCWP 6: Establishing Learning Culture and Environment

-Vision/mission and Core Values developed as a staff and revisited constantly for alignment

-Title 1 events - K-Kick off, Open House, Literacy Night/Fall Festival, Math Night, Design your own car drive in, Dance, Santa's Workshop, Night of the Arts, etc.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_01082026_09:39

2025-2026 Phase Three: Comprehensive School Improvement Plan

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
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**

RES Comprehensive School Plan 2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>RES Comprehensive School Plan</u> <u>2026</u>		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

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

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

Achievement Gap Goal KRS 158.649 requires the school-based decision making (SBDNM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.			
Objective/Goal: <i>By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from 21% to 42%.</i>		Progress Monitoring & Next Steps: (Study & Act)	Funding:
Strategies (Plan) KCWP Alignment	Activities (Do) 1. Identify Student Gaps - Special education team review IEP goals and assessment data to determine 2-3 priority skills to target. Plan strategies (scaffolds, accommodations, co-teaching). 2. Analyze Assessment Data - Special education team confirm priority skills using assessment data (Ready). Identify the hardest topics and focus areas for next steps. 3. Scaffolds - Special education team learn and practice embedding scaffolds (sentence starters, visuals, chunking) into lessons. Plan lessons using these scaffolds. 4. Accommodations - Special education team ensure all IEP accommodations are applied correctly in lessons. Plan and practice accommodations with sped teachers leading implementation. 5. Flexible Groups & Co-Teaching Models - Special education team and gen ed teachers learn co-teaching models (Station, Parallel, Team Teaching) and flexible group strategies. Plan lessons with co-teaching and all accommodations included. 6. Quick Checks for Understanding (CFU) - Special education team learn strategies to quickly check student understanding (quick writes, polls, exit tickets) while maintaining all IEP accommodations. Plan lessons using CFU strategies. 7. Apply Strategies in Class - Special education team and gen ed teachers implement all planned strategies: scaffolds, accommodations, co-teaching, and CFU in lessons. Relyed on student progress and lesson effectiveness. 8. Reflect, Share, & Plan Next Cycle Evaluate all strategies implemented, including accommodation effectiveness. Share data and strategies with Gen Ed teachers and prepare for the next cycle.	Measure of Success: walkthrough data in co-teaching settings, lesson plan feedback, master schedule with common planning times, student progress on IEP goals/objectives, student progress on district benchmark assessments Who will review progress? special education PLC, leadership team How often? quarterly	\$0
Strengthen Co-teaching in Tier 1 Setting & Equitable Access to Grade Level Curriculum	KCWP 2: Design and Deliver Instruction		
Deliver targeted small-group instruction using predictive data	KCWP 5: Design, Align and Deliver Support	Measure of Success: Who will review progress? Sped PLC, Leadership Team, Team leads How often?	Title I Funds: iReady ToolBox \$6,200

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 33 to 67%			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 33 to 60%			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
Implementation of HQR- MyView Reading Curriculum	KCWP 2: Design and Deliver Instruction	Implementation of high-quality instructional practices through consistent use of Savvas MyView reading curriculum to strengthen Tier 1 literacy instruction. Support will be provided through designated teacher planning days, PLCs, faculty meetings and coaching to strengthen implementation and instructional practices. Students will complete their weekly required minutes in Ready Personalized Instruction for reading and math and demonstrate success by passing 2-5 lessons weekly with at least 70% accuracy.	Measure of Success: Transformational learning walkthrough data, Meeting Weekly Personalized Instruction Passed Lessons, Show growth in Ready Diagnostic / Universal Screener and common assessment data Who will review progress? Leadership team & general ed & special ed teachers How often? Upon completion of unit assessments, walkthrough data= bi-monthly, Ready diagnostic=3x yearly
			Title I Funds: MyView Workbooks for grades 3-5: \$10,000
Implementation of Common Tier 1 Instructional Practices			
	KCWP 2: Design and Deliver Instruction	1. Increase durable learning artifacts (anchor charts, student notebooks, posted models) that are used by students in reading. 2. Strengthen "I do" modeling with visible, referenceable examples and think-alouds in reading. 3. Clearly posted and discussed learning targets and standards that are aligned to the DOK of the learning activities. In implementation this looks like breaking the target into actionable steps for students and revisiting it at the beginning, during, and end of the lesson to consolidate understanding in reading. 4. use of ongoing classroom and diagnostic assessment data to adjust reading instruction through a data protocol in PLCs 5. Increase active engagement and accountability for all students through asking open ended questions and using structured discourse strategies in reading.	Measure of Success: Student increased proficiency on assessments, Targeted Growth Goals met (Ready Diagnostic), increased reading levels on Benchmark Assessment, transformational walkthrough data Who will review progress? Leadership team & general ed & special ed teachers How often? Upon completion of MyView/classroom assessments, Ready Diagnostic (3x yearly), Benchmark (3 times yearly for K-3)
0			
Math			
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 19 to 53.7%			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 19 to 43.7%			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
			Funding:

<p>Implementation of HQJR- iReady Math Curriculum</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Implementation of high-quality instructional practices through consistent use of iReady Math curriculum to strengthen Tier 1 numeracy instruction. Support will be provided through designated teacher planning days, PLCs, faculty meetings and coaching to strengthen implementation and instructional practices. Students will complete their weekly required minutes in iReady Personalized Instruction for reading and math and demonstrate success by passing 2-3 lessons weekly with at least 70% accuracy.</p>	<p>Measure of Success: Transformational learning walkthrough data, Meeting Weekly Personalized Instruction Passed Lessons and Show growth in iReady Diagnostic / Universal Screener, common assessment data Who will review progress? Leadership team & gen ed & special ed teachers How often? Upon completion of unit assessments, walkthrough data= bi-monthly, iReady diagnostic=3xs yearly</p>	<p>0</p>
<p>Implementation of Common Tier 1 Instructional Practices</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>1. Increase durable learning artifacts (anchor charts, student notebooks, posted models) that are used by students in math. 2. Strengthen "I do" modeling with visible, referenceable examples and think-alouds in math. 3. Clearly posted and discussed learning targets and standards that are aligned to the DOK of the learning activities. In implementation this looks like breaking the target into actionable steps for students and revisiting it at the beginning, during, and end of the lesson to consolidate understanding during math 4. use of ongoing classroom and diagnostic assessment data to adjust math instruction through a data protocol in PLCs 5. Increase active engagement and accountability for all students through asking open ended questions and using structured discourse strategies in math</p>	<p>Measure of Success: Student increased proficiency on assessments, Targeted Growth Goals met (iReady Diagnostic), increased reading levels on Benchmark Assessment, transformational walkthrough data Who will review progress? Leadership team & gen ed & special ed teachers How often? Upon completion of iReady/classroom assessments, iReady Diagnostic (3xs yearly), Benchmark (3 times yearly for K-3)</p>	<p>0</p>

Alignment to Needs: Optional Goals			
Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.			
Indicator	Priority Indicator?	Rationale	
State Assessment Results in science, social studies and writing	<div>YES</div>	ODW score dropped from 26% to 22%- Common Tier 1 practices in writing will enhance student success in Science & SS as well	
English Learner Progress	<div>NO</div>		
Quality of School Climate and Safety	<div>YES</div>	while we improved 1.2% this year, we want to continue increasing our school safety and climate	
Postsecondary Readiness (high schools and districts only)	<div>NO</div>		
Graduation Rate (high schools and districts only)	<div>NO</div>		
Priority Indicator #1 On-Demand writing			
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in On-Demand writing will improve from 23% to 60.5%			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in On-Demand writing will improve from 23% to 52.1%			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)
	KCWP 2: Design and Deliver Instruction	<div>1. Increase durable learning artifacts (anchor charts, student notebooks, posted models) including common writing instructional practice (RACE for verbal/written responses, graphic organizer for prewrite, common rubrics) that are used by students. 2. Strengthen "I do" modeling with visible, referenceable examples and think-alouds during writing instruction. 3. Increase active engagement and accountability for all students through asking open ended questions with scaffolding of sentence stems and using structured discourse strategies as practice for responding with depth in writing.</div>	<div>Measure of Success: Students in 1st-5th grade will take an on demand benchmark to students 3x a year. Teachers will use district rubric to score and create next steps. Benchmark data from ODW tracker and classroom data will be used. Who will review progress? Classroom Teachers, Leadership Team How often? 3x/year</div>
Implementation of Common Tier 1 Instructional Practices			
	KCWP 2: Design and Deliver Instruction		