



2025-2026 Phase One: Continuous Improvement Diagnostic for Shepherdsville Elementary

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Shepherdsville Elementary
Jason Baragary
527 W Blue Lick Road
Shepherdsville, Kentucky, 40165
United States of America

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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.

Jason Baragary 9/18/25



2025-2026 Phase One: Executive Summary for Shepherdsville Elementary

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Shepherdsville Elementary School (SES) is a Pre-school-5th Grade school of about 535 students. We are one of the larger elementary schools in Bullitt County which includes 13 elementary schools overall. We serve students from different demographics and with a number of different needs. While not overt and obvious we have seen shifts in our demographics over the past three years which have required us to adapt and adjust how we serve our families. Currently approximately 73% of our students qualify for free or reduced lunch which is relatively stable in comparison to the previous three years, and is among the highest concentration of students in the district. 7% of our students qualify as EL students, which is an increase from 6.2% in the previous school year, and a steady increase from three years ago. EL populations in Bullitt County have steadily grown over the past three years and we expect that to continue. Almost 18% of our students qualify for a variety of Special Education Services and that requires us to consistently monitor to ensure that appropriate services are provided. A challenge our school faces is transiency with our students, and (in the past) transiency with our staff. We've come to understand that transiency with our families can be difficult to combat, though because we know it is our reality we can plan accordingly. However, in regards to staff transiency SES has worked to create an environment to which staff members want to belong. In the past 4-5 years SES has seen a relatively small decline in enrollment (10-15 students) though in the last 3 years SES has been stable at around 535 students, though due to capacity in grade levels aging over specific large classes we've lost two teaching positions in the last 3 years.

School Stakeholders

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

As a title one school we offer opportunities to students and families to include them in the school community, and we have both a full time family liaison and family resource coordinator who work to eliminate barriers to education, whether they be attendance related, or resource related. Our SBDM seeks to include all stakeholders and communicate programs and information in a transparent way, thereby including as many people in the process as possible.

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.

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision:

*Empowering Students to Show GRIT, Experience GROWTH, Seek GREATNESS

Mission:

*We are a safe and caring community school with dedicated professionals that give every Child, every Chance, every Day.

Core Beliefs:

*Academic and social excellence is attainable for all students

*Student success is a team effort and will be celebrated

*Engaging lessons with high expectations yield high results

*All students deserve a safe, positive learning environment

*We have the ability to define our future and seek greatness.

Our school is focused on embodying the mission and vision statements we've created for our community. Programs that we utilize through ESS and Title 1 funding ensure that we give students the opportunity to be successful and provide the specific supports that they need. We also provide opportunities outside of the normal school day with multiple clubs, activities and sports for students to engage with the school in multiple ways.

Notable Achievements

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

SES has seen overall positive progress since the year 2020 in proficiency among students in all areas. While in the most recent 2-3 years that progress has been stagnant and is an area of growth, overall there is positive progress towards the goals we've outlined as a school. Our staff has been fully trained in project based learning and in the utilization of UFLI for foundational reading skills.

Areas of Improvement

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

Based upon previous achievement data SES's academic goals are as follows:

Increase the number of students scoring proficient or distinguished in reading to 42.5% in grades 3-5

Increase the number of students scoring proficient or distinguished in math to 40.1% in grades 3-5

Increase the number of students with disabilities scoring proficient or distinguished in reading to 23.5% in grades 3-5

Increase the number of students with disabilities scoring proficient or distinguished in math to 25.5% in grades 3-5

Increase the number of students designated EL scoring EL proficient or distinguished in reading to 21.4% in grades 3-5

Additional Information

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

N/A

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Shepherdsville Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report for Shepherdsville Elementary

2025-2026 Phase One: School Safety Report

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2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

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

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

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

neglect.

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

on 09/30/2025

Shepherdsville Elementary

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

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

on 09/30/2025

Shepherdville Elementary

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 Two: School Assurances Shepherdsville Elementary

2025-2026 Phase Two: School Assurances

Shepherdsville Elementary
Jason Baragary
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Shepherdsville, Kentucky, 40165
United States of America

11/17/2025

Shepherdsville Elementary

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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 Shepherdsville Elementary School

2025-2026 Phase Two: The Needs Assessment for Schools

Shepherdsville Elementary
Jason Baragary
527 W Blue Lick Road
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.

See Attached Google Sheet

Review of Previous Plan

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

See Attached Google Sheet

Trends

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

Example of Trends

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

See Attached Google Sheet

Current State of Academics and Climate and Culture

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

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

Example of Current Academic Narratives:

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

See Attached Google Sheet

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

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

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

Example of Current Climate and Culture Narratives:

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

Strengths

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

Example:

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

Leverages/Assets

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

Examples:

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

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

As a district in the last two years we've adopted new curriculums in both math and reading. As a school we've also adopted a new curriculum for foundational reading skills. Because of this our ability to review and assess and determine the limitations of the curriculum will be crucial towards ensuring they are implemented effectively.

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

Related to the above section, because we've adopted new curriculums another crucial component of our growth as a school is our ability to ensure that the curriculums are implemented effectively and appropriately. We're utilizing the internalization process specifically with our reading curriculum and utilizing UFLI fidelity checks to ensure that proper protocols and procedures are being implemented on a regular basis in the classroom.

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

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

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

☒ No

☐ Yes

COMMENTS

N/A

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

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

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

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

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

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


☒ No

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>SES Needs Assessment</u> <u>2025-2026</u>		.

Trends 2-3 years (prior to COVID-19)										Strengths
KSA trends can be viewed within the table among all data groups. It's evident that while we've not seen stark decreases in our student made gains in the areas of English and math, while we did experience increases in the number of students scoring proficient and distinguished in science, social studies, and writing, those gains were also somewhat minimal. This can be attributed to a number of factors, but ultimately it is the job of all of us to address it. We've committed to a focus on foundational reading among our students, and we believe that this will help address the grade levels have significant gaps. We believe that committing to strong reading instruction in the primary grade levels will lessen those gaps as students get older, and that a strong foundational reading background will support growth across all content areas.										We saw gains in science, social studies, and social studies and we also saw a minor increase in the results of our Quality of School Climate and Safety Survey among our students.
Academic Data										
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
Elementary Reading (all students)		25%	6%	20		31% P/D	38% P/D	37% P/D		
Elementary Math (all students)		23%	3.00%	20		31% P/D	30% P/D	32% P/D		
Elementary Writing (all students)		N/A	N/A	N/A		21% P/D	41% P/D	27% P/D		
Elementary Science (all students)		N/A	N/A	N/A		20% P/D	15% P/D	14% P/D		
Elementary Social Studies (all students)		N/A	N/A	N/A		25% P/D	39% P/D	19% P/D		
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
Students w/Disabilities Reading (elementary)		8%	0%	8%	7%	3% P/D	11% P/D			
Students w/Disabilities Math (elementary)		15%	8%	7%	7%	10% P/D	9% P/D			
Students w/Disabilities Writing (elementary)		N/R	N/R	N/R	0%					
Students w/Disabilities Science (elementary)		N/R	N/R	N/R	0%					
Students w/Disabilities Social Studies (elementary)		N/R	N/R	N/R	11%					
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
EL Elementary Reading										
EL Elementary Math										
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
Economically Disadvantaged Reading (elementary)		NR	NR	NR	28%	35% P/D	30% P/D			
Economically Disadvantaged Math (elementary)		NR	NR	NR	26%	29% P/D	26% P/D			
Economically Disadvantaged Writing (elementary)		NR	NR	NR	14%	35% P/D	26% P/D			
Economically Disadvantaged Science (elementary)		NR	NR	NR	15%	12% P/D	10% P/D			
Economically Disadvantaged Social Studies (elementary)		NR	NR	NR	22%	41% P/D	16% P/D			
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
Homeless Students Reading (elementary)		N/R	N/R	NR		NR	NR			
Homeless Students Math (elementary)		N/R	N/R	NR		NR	NR			
Homeless Students Writing (elementary)		N/R	N/R	NR		NR	NR			
Homeless Students Science (elementary)		N/R	N/R	NR		NR	NR			
Homeless Students Social Studies (elem)		N/R	NR	NR		NR	NR			
Winter I-Ready Target		Fall I-Ready	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	KSA 2021-2022			
Gifted and Talented Reading										
Gifted and Talented Math										
Non-Academic Data										
Behavior		307 Behavior Events, 23.7% Disrespectful Behavior, 29% Disruptive Behavior, 19.29 Other Events					2022-2023	2021-2022		
Student Attendance		NR	NR	0.4	83.26%	83.30%	92.58%	N/A		
Quality of Climate Student Survey		NR	NR	0.8	72.9	72.8	73.5	74.2		



2025-2026 Phase Three: Comprehensive School Improvement Plan Shepherdsville Elementary 2025-2026

2025-2026 Phase Three: Comprehensive School Improvement Plan

Shepherdsville Elementary
Jason Baragary
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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



SES CSIP 2025-2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>SES CSIP 2025-2026</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.

Goal Setting

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

Achievement Gap Goal

KRS 158.649 requires the school-based decision making (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.

Objective/Goal: *By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from 4% to 15%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Unit interalization to ensure standards alignment, as well as delivering rigorous instruction.	KCWP 2: Design and Deliver Instruction	Summer Professional learning, unit interalization to ensure alignment, and regular follow up in PLCs	ILT meetings to monitor progress, HQIR walkthroughs to check for implementation.	Approximately \$300 for training materials
Development and implementation of resource unit to support SWD	KCWP 6: Establish Learning Environment and Culture	Summer Professional learning, OVEC observations and planning sessions, district SPED coach coaching cycles and walkthroughs	OVEC Observation feedback, Monthly unit check ins with stakeholders	Approximately \$300 for training materials

KDE Guidance

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

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

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

1. Components of Turnaround Leadership Development and Support

Question for Consideration: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups to promote each student's success and well-being?

School administration (Principal, Assistant Principal, Instructional Coach, Guidance Counselor) will be focused on developing systems and supports that will address the specific needs and learning gaps of SWDs. Through dedicated time in instructional leadership meetings school administration will develop next steps based upon observations, walkthroughs, systems for feedback, and data analysis to ensure our systems are addressing the gaps in learning among our SWDs.

1. Identification of Critical Resource Inequities

Questions for Consideration: What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?

Our administrative team has consistently monitored, evaluated, and worked to address barriers that have contributed to inequities among SWD. We've routinely reviewed our current status, the caseloads of special education teachers, as well as the ever changing needs of our students to ensure that we're providing the appropriate level of support. We've changed aspects of our systems with special education based upon the identified barriers and those ever changing needs and believe that we've targeted areas that will support growth among SWDs.

3. Evidence-Based Interventions

Questions for Consideration: What areas of need were revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s)? What evidence-based interventions will be deployed to target the needs of students in your targeted subgroup(s)? Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.

A review of academic and student conduct data demonstrated that a number of our SWDs struggled with the appropriate level of support to allow them to be successful in the general education setting. As such we've reviewed our co-teach and resource settings to provide more flexibility in the support that is in place for those students to allow for their level of support to grow or fade based upon their progress. This allows us to maximize co-teach minutes (to the greatest extent of our staffing plan) while ensuring that students have the appropriate level of access to the support needed on a regular basis. **Implement Co-Teaching (differentiated) models for instruction across all grade levels.** Hattie, J. (2009). **Visible Learning: a synthesis of over 800 meta-analyses relating to achievement.** Routledge: New York, NY.

4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?

Our administration has reviewed data around the QSCS survey as it continues to be a focus for our SWDs. We received feedback from staff members who work directly with SWD to determine barriers to learning and gauge the learning culture created. While SWDs continue to score at a level higher on the QSCS than the overall population their score decreased from the previous year. As mentioned previously this data point along with feedback systems from staff has allowed us to shift support to address barriers to learning, and develop an learning culture that is supportive to the unique needs of our students.

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 increase from 31% to 50%*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 31% to 38%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implementation of UFLI	KCWP 2: Design and Deliver Instruction	Staff training in summer PL, utilization of OVEC to ensure fidelity and guide next steps with implementation	Scheduled walkthroughs with KDE literacy coach, OVEC representatives, LT data checks	\$300 for possible training materials
MyView Internalization	KCWP 2: Design and Deliver Instruction	Embedded professional learning every 6 weeks for teams to utilize KDE Internalization tool ahead of future unit assessments to ensure alignment, adapt materials, and develop authentic learning opportunities.	ILT reflection, staff feedback on effectiveness of process, district/KDE walkthroughs	\$300 for possible training materials

Math

3-5 Year Goal: *By Spring 2029, students scoring proficient and distinguished in math will improve from 29% to 48%*

Objective/Goal: *By Spring 2026, students scoring proficient and distinguished in math will improve from 29% to 37%*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implement i-Ready as the math curriculum at a school level.	KCWP 2: Design and Deliver Instruction	Staff training in summer PL, utilization of PLCs for further planning and implementation.	Scheduled walkthroughs, PLC support, staff feedback, and LT data checks.	\$300 for possible training materials
Modification of MTSS structures for furthering MTSS Math accessibility	KCWP 5: Design, Align and Deliver Support	Adjustment of Master Schedule to ensure MTSS students receive appropriate time for identified instructional deficits	Master schedule creation, Staff feedback upon implementation, review of MTSS data on a quarterly basis.	N/A

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?	Rationale	Progress Monitoring & Next Steps: (Study & Act)	Funding:
State Assessment Results in science, social studies and writing	YES	While overall in these areas the school made progress on KSA there are still areas to address, specifically in furthering the gains that have been made in writing.		
English Learner Progress	NO			
Quality of School Climate and Safety	NO			
Priority Indicator #1 (Name)				
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in combined writing will improve from 28% to 50%				
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in combined writing will improve from 28% to 41%				
Strategies (Plan)	KCWP Alignment	Activities (Do)		
Target grade levels to implement The Writing Revolution method.	KCWP 2: Design and Deliver Instruction	Train two grade levels (one primary, one intermediate) on the the writing revolution method to determine the effectiveness of the method and support growth in writing.	After training debrief with teams to determine next steps, mid-year writing sample checks, and feedback systems to analyze the effectiveness of the method and determine whether further adoption is warranted.	\$4500 for training

