



2025-2026 Phase One: Continuous Improvement Diagnostic for  
Schools\_09182025\_11:52

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

## Table of Contents

<u>2025-2026 Phase One: Continuous Improvement Diagnostic for Schools</u>	<u>3</u>
---	----------

## **2025-2026 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

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

### **Phase One: August 1 - October 1**

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

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

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

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

***I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).***

Please enter your name and date below to certify.  
Antone Towns



# 2025-2026 Phase One: Executive Summary for Schools\_09182025\_11:47

2025-2026 Phase One: Executive Summary for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

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**Table of Contents**

2025-2026 Phase One: Executive Summary for Schools	3
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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?

Eastside Middle School, home of the Eagles, is an exciting learning community located in Mt. Washington, Kentucky. **STUDENT DEMOGRAPHIC DATA** Our student body encompasses grades 6 through 8. Of the 678 total students, 615 students are white. We have 11 African American students, 24 Hispanic students, 2 Asian students, 1 Hawaiian/pacific Islander, and 22 students with two or more races. There are 179 students who are classified as being economically disadvantaged. Our attendance rate is currently 96.0 percent while our retention and dropout rate is zero percent. Eastside's average daily attendance has remained consistent since 2007. **FACULTY DEMOGRAPHIC DATA** Our faculty consists of 39 teachers who have an average of 14 years of teaching experience. We currently have 7 male teachers and 32 female teachers. Of our teachers, 10.5 percent have a Bachelor's degree, 84.2 percent of our teachers have a Master's degree, and 26.3 percent have a Rank 1. We currently have six National Board Certified teachers on our staff. Our faculty includes a top 3 finalist for the Kentucky Teacher of the Year for 2023.

### School Stakeholders

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

**School-Based Decision Making (SBDM) Council:** This council typically includes the principal, elected teachers, and parent representatives. They collaborate on critical areas such as budgeting, curriculum decisions, staffing, and school policy development. The SBDM serves as a formal body for shared governance, ensuring that key voices within the school community are represented. **Parent Teacher Student Organization (PTSO):** The PTSO actively supports the school through fundraising, volunteering, and hosting events that enhance the school climate and community engagement. They also provide feedback on school initiatives and help communicate school priorities to the broader parent community. **Teachers and School Staff:** Teachers are directly involved in developing and implementing school improvement strategies. Their input is gathered through regular staff meetings, professional learning communities (PLCs), and surveys. Support staff such as counselors, paraprofessionals, and administrative personnel also contribute valuable perspectives based on their day-to-day interactions with students and families. **Students:** Student voice is increasingly recognized as vital in the improvement planning process. Through student councils, advisory groups, and informal feedback mechanisms (like surveys and focus groups), students share insights about their learning experiences, school climate, and areas where they see opportunities for growth. **Families and Community Members:** Beyond the PTSO, families and local community partners (such as businesses, non-profits, and higher

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education institutions) are often involved in advisory capacities or through partnership programs. Their contributions help align school initiatives with community needs and expectations.

### Stakeholder Involvement in the Improvement Planning Process

The school ensures stakeholder involvement and engagement in the improvement planning process through several structured and ongoing practices: Regular Meetings and Open Forums: The SBDM council meets monthly, and these meetings are open to the public, encouraging transparency and community input. Agendas and minutes are shared in advance to allow stakeholders to stay informed and participate. Surveys and Needs Assessments: The school conducts annual surveys for students, parents, and staff to gather input on areas such as academic programs, safety, communication, and overall satisfaction. These data points are used to identify priorities for the improvement plan. Data-Driven Decision Making: Stakeholders are engaged in reviewing academic performance data, behavior reports, attendance trends, and other relevant metrics to collaboratively set goals and determine appropriate interventions. Committee Participation: Teachers and parents are invited to serve on subcommittees that support various elements of the improvement plan such as curriculum review, equity initiatives, or technology integration. Communication Channels: The school uses newsletters, the website, social media, and parent-teacher conferences to ensure ongoing communication about improvement goals and progress. Stakeholders are kept informed and invited to contribute feedback throughout the school year. Professional Development and Training: Staff are trained not only in instructional strategies but also in collaborative planning and community engagement practices to ensure effective participation in the improvement process.

### School's Purpose

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

Eastside is a state of the art facility and focuses on adolescent learning and the development of leadership potential in all students. The consistent collaboration of staff, students, and community has successfully produced an educational experience that is both relevant and rigorous in content. We believe much of our success is attributed to the collaboration of all members of our learning community dedicated to creating a safe, organized, accountable, and respectful, student-centered learning environment. PBIS In order to achieve our vision and mission, the Eastside learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a



safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors. Mission S.O.A.R with Eagle Pride! Safe Organized Accountable Respectful Vision We provide a safe environment that fosters organization, accountability, and respectfulness amongst students and staff, while preparing students to be intrinsically motivated, lifelong learners. We will provide a safe environment by having procedures in place to help students feel safe both physically and mentally. Students will be organized in their daily routines and procedures. This will be modeled by teachers. Students, teachers, and staff will hold themselves and each other accountable for high expectations in academics and behavior. Students, teachers, and staff will cultivate an environment built on respect and pride for our school community by teaching the Eagle Virtues of encouragement, attitude, gratitude, leadership, empathy, and service. MTSS Eastside has implemented an extensive, research-based multi-tiered system of support in order to meet the needs of individual learners and ensure all students are challenged to reach their maximum potential. Eastside's system identifies at-risk students through ongoing data collection and has systems in place to provide students with appropriate levels of assistance academically and behaviorally. PROFESSIONAL LEARNING COMMUNITIES Eastside has implemented core content, and team based professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately. EXTRACURRICULAR ACTIVITIES Eastside encourages all students to be involved in extracurricular activities. As such, Eastside provides many opportunities for students to be involved in activities outside the realm of traditional academics. Eastside offers basketball, cheerleading, track, archery, volleyball, drama club, FCA, academic team, Jr. BETA club, chess club, baseball, art club, manga club, robotics club, creative writing club, agriculture club, Student leadership and mentors club (SLAM), Travel Club, and STLP.

### Notable Achievements

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

According to the Kentucky State Assessment 2023-24, Eastside Rate of performance for proficient/distinguish: Reading- 6th grade was 56% state rating was 49%, 7th grade was 50% state was 47%, 8th grade was 51% state was 41%. For Math- 6th grade was 51% state 41%, 7th grade 50% state 39%, 8th grade 51% state 37%. Eastside scored above the state average.

**EXTRACURRICULAR SUCCESS** Eastside's STLP has traveled to State competitions over the past two years to present their Level 1 Leadership projects. We have also had students go to state as finalists for their Digital Art projects. We had a member of the club place 2nd in the state for her App idea in 2022. We are growing in numbers and are excited to participate in more competition categories this year at regionals and state. Our Travel club continues to provide opportunities for students to tour the world. The EMS International Travel Club plans to travel to England & Paris during the Fall of 2023, Scotland & Ireland-Fall 2024, Rome & Sorrento -Fall 2025, and Japan-Spring 2026. We are excited for our students to travel and experience different cultures and locations worldwide. Eastside's inaugural season of baseball was in 2022. The first ever Eastside team posted an undefeated regular season, and won the county's first ever county championship. In its' first season, the baseball team had 22 players on the roster. In 2023 the baseball program had 23 players on the roster, and was able to win back to back county championships. Many of our 8th grade students are playing Freshman and JV baseball for Bullitt East. The academic team was represented at the regional and state competitions in 2018 and 2019. Our school band continues to excel, as demonstrated by their distinguished ratings at the Kentucky Music Education Association competition. Eastside's archery has competed at the regional, state, and national level. The archery team finished second at the world competition in 2012. In the 2023 NASP State Tournament, Eastside archers placed 5/126 middle schools. In the 2023 NASP National Tournament Eastside archers placed 34/ 240 and 8/43 in the NASP Open Tournament. EMS cheerleaders have consistently finished as a top squad at the state and national levels. Our cheerleading squads placed first in their division at the state competition ten years total, and each of the last 7 consecutive years. Both squads are back to back state, national and world champions. The girl's basketball team placed first at the middle school state basketball tournament in 2013 and 2018. The team won third place in 2015. Our track team has seen a great increase in participation and success over the last three years. The girls team won every event except one at the County meet and placed in the top ten in the state meet.

**TEACHER AWARDS** Eastside teachers have been awarded honors for their success in and out of the classroom. Eastside currently boasts the district teacher of the year, the state Health Teacher of the Year 2017, the state Social Studies Teacher of the Year 2016, and the District Teacher of the Year 2023.

### Areas of Improvement

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

WHAT WE ARE DOING TO IMPROVE Eastside strives to meet our maximum potential in all areas. Instruction is data-driven in order to meet all student needs and EMS works closely with an instructional coach in order to maximize results. Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff. We continue to seek additional opportunities for students to participate in extracurricular activities and take ownership in the improvement of their school and community. We are dedicated to increasing community involvement through service-learning projects and programs to provide parents the opportunity to be involved in their child's educational experience. Our school technology coordinator, Tiffany Delong, will continue to incorporate the use of the robots in her Technology courses, allowing for continued exposure to STEM-related content. We have added to the PLTW curriculum a course in Automation and Robotics. We've added an engraver/etching machine allowing us to incorporate CAD engineering design. We are looking for a continuous process of growth and development for our students. With that, we add a pursuit for new avenues of engagement and involvement, all while trying to reach the interest of as many students as possible. We are excited to be one of only a small handful of Kentucky middle schools with a greenhouse. The use of the greenhouse is underway, with a select group of students growing items in solar-powered structure. The addition of a greenhouse will provide opportunities to involve a different population of students, while also exposing our students to additional fields of agriculture. We have career lab incorporated as an elective and students love the hands-on activities it has to offer. The success of Eastside has been unrivaled, and there are few schools with the same drive and passion exhibited throughout our learning community. Our teachers, students, and parents collectively desire to be the best. Eastside is proud of our accomplishments, and we will continue to work tirelessly in our efforts to be the number one middle school in the Commonwealth. We value strong relationships and we hold our students to high expectations. We tell our students they are more than a score. Good grades are very important, but grades alone will not provide the assurance our students need to excel in today's society. We feel it is our moral imperative to reach students on a level that spans far beyond the realm of academics. We desire improved relationships between our students and their families and friends. We want to develop students with self-confidence and who hold others in high regards. We want our students to have a stronger understanding of life and a greater self-purpose. Using an acronym for EAGLES, the Eagle Virtues encompass the character building virtues of Encouragement, Attitude, Gratitude, Leadership, Empathy and Service. Throughout the year, students are taught Character Strong. To continue with administrative involvement, our team has committed to be in every class, every week. During classroom visits, the administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (Eleet), Transformational Tool (district walk-through),

#### Additional Information

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

Generated on 09/22/2025

Eastside Middle School

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N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report\_09182025\_11:54

2025-2026 Phase One: School Safety Report

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Table of Contents**

<u>2025-2026 Phase One: School Safety Report</u>	<u>3</u>
--	----------

## **2025-2026 Phase One: School Safety Report**

### **School Safety Report**

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

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

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

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

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

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



neglect.

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

#### Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

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

yes

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 Two: The Needs Assessment for  
Schools\_10082025\_08:33

2025-2026 Phase Two: The Needs Assessment for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
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**Table of Contents**

2025-2026 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	14

## **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.

#### **Eastside Middle School: A Data-Driven Approach to Continuous Improvement**

##### **Clearly Detailing the Process Used to Determine This Year's Needs Assessment Priorities**

At Eastside Middle School, we are committed to using all available data to better understand the systems and practices that impact student learning. Our school improvement process is rooted in intentional collaboration, rigorous analysis of performance data, and continuous monitoring of progress toward student achievement goals. Each year, this approach guides the development of our



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Comprehensive School Improvement Plan (CSIP), beginning with a thorough needs assessment to determine priorities.

### 1. Stakeholders Involved in the Process

The needs assessment was conducted through collaboration with a broad representation of our school community. Participants included school leaders, instructional staff, parents, and community partners. Each contributed a unique perspective to the identification of strengths, challenges, and areas for improvement.

#### School-Based Decision Making (SBDM) Council Members:

- Mr. Antone Towns – Principal
- Ms. Cassie Ortega– Teacher Representative
- Ms. Kristin Ball– Teacher Representative
- Ms. Kimberly Thompson– Teacher Representative
- Ms. Elizabeth Crigler – Parent Representative
- Mr. Jason Hicks – Parent Representative

#### Leadership & Instructional Team Members:

- Mr. Antone Towns – Principal
- Mr. Chad Pasley – Assistant Principal
- Mr. Bryan Bates– School Counselor
- Ms. Beth Beaulieu – School Data Manager
- Ms. Ashley Byerley – Instructional Coach
- PLC Leads – Grade-level and department team leaders

#### Additional Stakeholder Groups:

- Youth Services Center
  - Ms. Jennifer Lowe – Coordinator
- Parent-Teacher Organization (PTO):
  - Ms. Heather May– PTSO President

These stakeholders engaged in data review sessions, feedback meetings, and structured discussions to collaboratively determine the school's priority areas for the 2025–2026 school year.

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## 2. Timeline of the Needs Assessment Process

The following timeline outlines the key steps and meetings held to complete the 2025–2026 needs assessment:

Date Activity  
June 2025 Initial review of student achievement data by school leadership  
July 2025 Leadership team retreat; preliminary trend identification and CSIP planning  
Early August 2025 Stakeholder meetings, PSTO  
August 2025 Weekly PLCs focused on academic and behavioral data analysis  
Sept 10, 2025 SBDM council reviews and discusses draft needs assessment priorities  
Sept 24, 2025 CSIP team finalizes needs assessment priorities and drafts goal statements  
Oct 1, 2025 Final needs assessment priorities approved by the SBDM council

## 3. Data Reviewed and Analyzed

The needs assessment process involved analysis of a wide range of academic, demographic, behavioral, and perception data sources:

### Academic Performance Data

- 2024 Kentucky Summative Assessment (KSA) results
- Iready results 2025-26
- Common formative and summative assessments
- Intervention progress monitoring reports (Tier II and Tier III)

### Demographic and Student Group Data

- Attendance and truancy records
- Suspension and behavioral referral reports
- Data on students receiving Special Education, EL, and Gifted services
- Enrollment trends and subgroup performance

### Perception and Engagement Data

- Panorama surveys (students, staff, families)
- Youth Service Coordinator needs assessment survey results
- Parent and community engagement feedback (via PTSO and partner input)

### Process and Implementation Data

- Walkthrough and observation data
- PLC documentation (lesson planning, strategy effectiveness)

- CSIP strategy implementation fidelity checks

This multi-source data analysis allowed stakeholders to identify patterns, uncover root causes of performance issues, and define strategic priorities for the year.

#### 4. Meeting Documentation

Transparency and accountability were maintained through thorough documentation of all meetings and feedback sessions:

- SBDM Meetings:
  - Agendas and minutes are stored in the school's front office and digitally archived on the Eastside Middle School website under the SBDM Council page.
- PLC and Leadership Team Meetings:
  - Meeting notes, data summaries, and action items are recorded in shared Google Drive folders accessible to faculty and administration.
- CSIP Planning Sessions:
  - Drafts, final documents, and stakeholder feedback forms are stored on the district's CSIP planning portal and backed up on the school's internal drive.

All documentation is reviewed regularly to inform next steps and ensure fidelity to the improvement process.

#### Conclusion

At Eastside Middle School, our needs assessment process is not just a compliance task, it's a foundational practice that informs every decision we make. Through intentional collaboration, structured data analysis, and transparent documentation, we ensure that our improvement priorities are grounded in evidence and aligned with the needs of our students. By engaging our entire learning community in this process, we continue to build a culture of shared responsibility and academic excellence.

#### 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?

##### Implementation Summary of 2025–2026 CSIP

All goals, objectives, strategies, and activities at Eastside Middle School were centered on the use of data to continuously improve the systems, processes, and instructional practices that support student learning. The CSIP served as a dynamic,

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living document that guided schoolwide efforts and was regularly revisited and revised based on ongoing data analysis from KSA, Iready, and predictive assessments.

### Reading and ELA

Reading instruction was a major focus area. Language Arts teachers received an additional 55-minute planning period each week to meet in Core Content Professional Learning Communities (CCPLCs). These PLCs, facilitated by our instructional coach, were dedicated to analyzing reading data, developing aligned instructional strategies, and reviewing Eastside's system of reading interventions.

Additionally, cross-curricular collaboration took place as all teachers worked with ELA teachers to embed consistent reading strategies across all content areas. These efforts supported a schoolwide emphasis on reading for comprehension, understanding, and enjoyment.

### Students with Disabilities

Eastside Middle School also prioritized support for Students with Disabilities. District Exceptional Child Education (ECE) instructional coaches participated in school-level ECE PLCs. These coaches collaborated with our teachers to improve co-teaching practices and instructional strategies in resource classrooms, ensuring alignment with best practices and the individualized needs of our students.

### Assessment and Data Use

Eastside implemented ELS/Predictive Assessments to track student progress by identifying standards that were mastered or not yet mastered. Teachers used data gathered from these assessments within CCPLCs to guide instruction, adjust pacing, and plan interventions.

Core content PLCs were held weekly, providing teachers with structured time to develop lesson plans, create common assessments, design effective teaching strategies, and identify supports for students in GAP groups.

### Mathematics

Math teachers participated in weekly CCPLCs with additional protected planning time. Facilitated by the instructional coach, these teams analyzed intervention systems and math instructional practices to improve student understanding and achievement. Collaboration in these PLCs was centered around lesson design, data analysis, and planning for re-teaching and enrichment.

### Science

Science teachers focused on increasing the rigor and alignment of their instruction. Using Mastery Connect, they developed and refined common assessments that measured student progress toward standard mastery. Additional weekly planning

time allowed for deep collaboration to ensure fidelity in instruction and assessment practices.

## Writing

To strengthen writing across all grade levels and content areas, Eastside implemented a schoolwide focus on the pre-writing process. Teachers adopted a common writing vocabulary for grades 6–8 and incorporated more writing opportunities across disciplines. Language Arts teachers developed common prompts and rubrics to ensure consistency in writing instruction and assessment. PLCs worked to vertically align the writing curriculum, identifying essential content and skills students needed prior to 8th grade. Additionally, all teachers were responsible for assigning on-demand writing prompts in their subject areas to support writing fluency and skill development.

## Successes and Impact on 2025–2026 Planning

Key successes from the previous CSIP implementation included:

- Increased collaboration and data usage through PLCs
- Stronger instructional alignment in reading, writing, and math
- Improved use of formative and predictive data to inform instruction
- Clear systems of support for students with disabilities
- Growth in vertical and cross-curricular planning

These successes have reinforced the importance of protected PLC time, data-informed instruction, and unified schoolwide practices. This year's CSIP builds on these foundations by:

- Expanding the use of the ELS/Predictive assessments for more targeted instructional planning
- Continuing the vertical alignment of writing and reading strategies
- Deepening the use of intervention data to close achievement gaps
- Finalizing and utilizing a schoolwide Data Hub to monitor student growth over time across all content areas

In conclusion, the 2024–2025 CSIP provided a strong framework for collaborative, data-informed decision-making. The results of our implementation have not only strengthened instructional practices but also informed clear, strategic priorities for the 2025–2026 school year.

## Trends

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

### **Example of Trends**

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

See attachment

### **Current State of Academics and Climate and Culture**

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

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

### **Example of Current Academic Narratives:**

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

See attachment

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

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate

- 
- Behavior
  - Staff and student access to mental healthcare
  - Family and community involvement

**Example of Current Climate and Culture Narratives:**

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

See attachment

**Strengths**

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

**Example:**

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

See attachment

**Leverages/Assets**

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

**Examples:**

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

See attachment

**Evaluate the Teaching and Learning Environment**

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

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

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

☐ No

☒ Yes

**COMMENTS**

Eastside has implemented Core Content Professional Learning Communities (PLCs) to allow teachers to engage in collective inquiry into best practices in both teaching and learning. These PLCs meet weekly to collaborate on lesson planning, assessment creation, instructional strategies, and intervention supports. The instructional coach, teachers, and administrators structure this time using protocols designed to foster continuous improvement. Additionally, PLC members participate in off-site observations and professional development to enhance curriculum design and align instruction with the Kentucky Academic Standards (KAS).

8b. KCWP 2: Design and Deliver Instruction

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

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

☒ No

☐ Yes

**COMMENTS**

N/A

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

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



☒ No

☐ Yes

**COMMENTS**

N/A

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

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

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

☐ No

☒ Yes

**COMMENTS**

Team-based PLCs meet monthly, involving teachers, administrators, instructional coach, data manager, school counselor, psychologist, and when necessary, district staff. These teams analyze data to identify at-risk students, anticipate barriers, and plan appropriate instruction, interventions, and incentives. Data analysis informs ongoing professional development and guides the goals and monitoring of the CSIP. Continuous review ensures alignment to closing the achievement gap.

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)
 2025-26 Eastside Middle School Key Elements		•
 <a href="#">2025-26 Needs Assessment</a>		•

Academic Data	Winter Targets	Fall iReady	KSA 2024-2025		Change	KSA 2023-2024		KSA 2022-2023	Trends 2-3 years	Strengths	Leverages/Assets
	iReady (Rdg/Math) CFA (Sci/Soc SwWriting)	Baseline	CFA Baseline	*currently not available*							
Reading (all students) Math (all students) Writing (all students) Science (all students) Social Studies (all students)	28% P/D	19% P/D	N/A	-13	52% P/D	65% P/D	After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?	Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.	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.		
		3% P/D		-5	51% P/D	56% P/D					
				-	68% P/D	68% P/D					
				-2	27% P/D	29% P/D					
			N/A	-4	41% P/D	45% P/D					
Students w/Disabilities Reading Students w/Disabilities Math Students w/Disabilities Writing Students w/Disabilities Science Students w/Disabilities Social Studies	Winter Targets	Fall iReady	KSA 2023-2024		Change	KSA 2022-2023		Literacy across subgroups (especially Reading for ED and SWD).	Stable or improving attendance rates.	Improvement listed above.	
	iReady (Rdg/Math) CFA (Sci/Soc SwWriting)	Baseline	CFA Baseline								
	20% P/D	3% P/D		N/A		-8	24% P/D				32% P/D
	15% P/D	0% P/D		N/A		-1	20% P/D				21% P/D
				7	21% P/D	14% P/D	Math proficiency consistency.	Gains among Gifted and Talented students in Math.	High attendance and consistent student presence leads to a strong foundation for learning gains. Maximize instructional time with data driven reteaching.		
				1	12% P/D	11% P/D	Behavior management and culture-building to reduce aggression and disruptions.	Positive gains for ED students in Social Studies.			
				-2	17% P/D	19% P/D					
Economically Disadvantaged Reading Economically Disadvantaged Math Economically Disadvantaged Writing Economically Disadvantaged Science Economically Disadvantaged Social Studies	Winter Targets	Fall iReady	KSA 2023-2024		Change	KSA 2022-2023		Teacher feedback culture and student engagement.			
	iReady (Rdg/Math) CFA (Sci/Soc SwWriting)	Baseline									
	20% P/D	13% P/D		N/A		-30.2	44% P/D				74.2% P/D
	15% P/D	2% P/D		N/A		-5	39% P/D				44% P/D
				7	56% P/D	49% P/D			Improved staff feedback culture and positive climate indicators show groundwork for culture building and increasing engagement among teachers. Use PBIS routines and structures to reduce student incidents and continue to strengthen/refine the feedback and coaching process.		
				-4	19% P/D	23% P/D					
				5	34% P/D	29% P/D					
Gifted and Talented Reading Gifted and Talented Math	Winter Targets	Fall iReady	KSA 2023-2024		Change	KSA 2022-2023					
	iReady (Rdg/Math) CFA (Sci/Soc SwWriting)	Baseline									
	52% P/D	39% P/D	N/A	-1	N/A	N/A					
	25% P/D	11% P/D	N/A	4	N/A	N/A					
Non-Academic Data											
Behavior	2025-2026 thus far: 25%- Physical Aggression; 18% Disruptive Behavior 2024-2025: 25% Disruptive Behavior, 11% Insubordination/Defiance, 11% Disrespectful Behavior										
Student Attendance	2025-2026 High Attendance Day: 96.39% 2024-2025: 94.87% 2023-2024: 95.73%										
Quality of Climate Student Survey 23-24	2023-2024: 65%										
Impact Survey (Feedback & Coaching) 23-24	23-24 Impact Survey (Feedback and Coaching): 57%										

KSA 2024-2025 "currently not available"					Change KSA 2023-2024 KSA 2022-2023	
Academic Data		WINTER Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)	Fall iReady Baseline	CFA Baseline		
Reading (all students)		56% P/D	28% P/D		-13	52% P/D
Math (all students)		55% P/D	35% P/D		-5	51% P/D
Writing (all students)		67% P/D	48% P/D	25% P/D	-	68% P/D
Science (all students)		N/A	80% P/D	30% P/D (standard based)	-2	27% P/D
Social Studies (all students)		N/A	80% P/D	11% P/D (standard based)	-4	41% P/D
						45% P/D
SPRING Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)		WINTER Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)	Fall iReady Baseline	CFA Baseline	Change KSA 2023-2024 KSA 2022-2023	
Students w/Disabilities Reading		25% P/D	15% P/D		-8	24% P/D
Students w/Disabilities Math		20% P/D	10% P/D		-1	20% P/D
Students w/Disabilities Writing		30% P/D	2-x P/D		7	21% P/D
Students w/Disabilities Science		N/A	45% P/D		1	12% P/D
Students w/Disabilities Social Studies		N/A	45% P/D		-2	17% P/D
						19% P/D
SPRING Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)		WINTER Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)	Fall iReady Baseline		Change KSA 2023-2024 KSA 2022-2023	
Economically/Disadvantaged(Reading)		30% P/D	20% P/D		N/A	-30.2
Economically/Disadvantaged(Math)		20% P/D	10% P/D		N/A	-5
Economically/Disadvantaged(Writing)		30% P/D	38% P/D		N/A	7
Economically/Disadvantaged(Science)		N/A	45% P/D		N/A	-4
Economically/Disadvantaged(Social Studies)		N/A	45% P/D		N/A	5
						29% P/D
SPRING Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)		WINTER Targets iReady (Rdg/Math) CFA (Sci/Soc sWriTng)	Fall iReady Baseline		Change KSA 2023-2024 KSA 2022-2023	
Gifted and Talented Reading		80% P/D	52% P/D		N/A	-1
Gifted and Talented Math		80% P/D	25% P/D		N/A	4
						N/A
Non-Academic Data						
2025-2026 Bus Fr. 25%, Physical Aggression, 18% Disruptive Behavior						
2024-2025: 25% Disruptive Behavior, 11% Insubordination/Defiance, 11% Disrespectful Behavior						
2025-2026 High Attendance Day: 96.35%						
2024-2025: 94.07%						
2023-2024: 95.73%						
2023-2024: 65%						
23-24 Impact Survey (Feedback and Coaching): 57%						

Trends 2-3 years		Strengths	
After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?	Plains state, using percentages and averages, including by current data, the strengths of the school.	Stable or improving attendance rates.	High attendance and consistent student presence leads to a strong foundation for learning gains. Maximize instructional time with data driven reteaching.
Literacy across subgroups (especially Reading for ED and SWD).	Strong performance and consistency in Writing.	Gains among Gifted and Talented students in Math.	Consistent Writing proficiency and strategies can be used across other academic areas.
Math proficiency consistency.	Behavior management and culture-building to reduce aggression and disruptions.	Positive gains for ED students in Social Studies.	Improved self feedback culture and positive climate indicators show groundwork for future growth in increasing engagement among teachers. Use PBIS routines and structures to reduce student incidents and continue to strengthen/refine the feedback and coaching process.
Teacher feedback culture and student engagement.			



## 2025-2026 Phase Three: Comprehensive School Improvement Plan\_10272025\_08:17

2025-2026 Phase Three: Comprehensive School Improvement Plan

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

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**Table of Contents**

2025-2026 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

## 2025-2026 Phase Three: Comprehensive School Improvement Plan

### Rationale

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

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

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

### Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

### The Comprehensive School Improvement Plan Goal Building Template

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



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

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

### **ATTACHMENTS**

#### **Attachment Name**





CSIP improvement Plan



CSIP improvement Plan Doc.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP improvement Plan		• 1
 <u>CSIP improvement Plan Doc.</u>		• 1

### 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, Economically disadvantaged proficient and distinguished in reading will improve from 40% to 50%*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Economically Disadvantage students will improve in Proficient and Distinguished for Reading	KCWP 2: Design and Deliver Instruction	Common Lit HQIR implementation, intentional small group reading comprehension for targeted students,	Ready benchmark data, implement data analysis protocols for formative assessments; School PDSA	

## 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 51% to 76%.

**Objective/Goal:** By Spring 2026, students scoring proficient and distinguished in reading will improve from 51% to 61%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
All students will improve proficient and distinguished in reading	KCWP 2: Design and Deliver Instruction	Common Lit HQIR implementation; intentional small group reading comprehension for targeted students	iReady benchmark data; implement data analysis protocols for formative assessments; School PDSA	

### Math

**3-5 Year Goal:** By Spring 2029, students scoring proficient and distinguished in math will improve from 52% to 77%.

**Objective/Goal:** By Spring 2026, students scoring proficient and distinguished in math will improve from 52% to 62%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
All students will improve proficient and distinguished in math	KCWP 2: Design and Deliver Instruction	iReady HQIR implementation, Access to Algebra integrations	iReady benchmark data; implement data analysis protocols for formative assessments; School PDSA; PSAT results	

## 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	Writing percentages of proficient/distinguished have been inconsistent.		
English Learner Progress	NO	Only few students		
Quality of School Climate and Safety	NO	Already scored "high" on the QSCS		
Postsecondary Readiness (high schools and districts only)	NO	N/A		
Graduation Rate (high schools and districts only)	NO	N/A		
<b>Priority Indicator: (Writing)</b>				
<b>3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in writing will improve from 65% to 80%.</b>				
<b>Objective/Goal: By Spring 2026, students scoring proficient and distinguished in writing will improve from 65% to 71%.</b>				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Increase proficient and distinguished in Combined Writing	KCWP 2: Design and Deliver Instruction	Integrate writing opportunities into all content areas, provide 3x/yr writing benchmarks; use PLC time to calibrate scoring	ODW benchmark results; PLC notes	