



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

2025-2026 Phase One: Executive Summary for Schools

Zoneton Middle School
Lesley Chadwell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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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?

see attached

School Stakeholders

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

see attached

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.

see attached

Notable Achievements

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

see attached

Areas of Improvement

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


see attached

Additional Information

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

see attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2026 Executive Summary ZMS</u>		.

Description of the School

Located in northern Bullitt County, Zoneton Middle School sits atop a hill overlooking the community which it serves- Hillview, Kentucky. The enrollment has steadily increased from 350 students in August 2022 to 385 students in August 2025. Zoneton is a transient school with just over 50% of the school's population qualifying as economically disadvantaged; as such, Zoneton qualifies as a Title 1 school. Zoneton meets the requirements to offer all students free breakfast and lunch through Community Eligibility Provisions (CEP.) Our population of students qualifying as English Learners (EL) has grown to 36 students- 9% of the overall population. Students who qualify for Special Education services make up 12% of the student population. The teaching staff is composed of thirteen core content teachers, five special education teachers, and five Unified Arts teachers. There is a consistent turnover of staff, six new teachers were hired for the 2022-2023 school year, seven new teachers were hired for the 2023-2024 school year, and three new teachers were hired for the 2024-2025 school year, and five new teachers for the 2025-2026 school year. The administration team consists of a fourth year principal, a third year assistant principal, a counselor with six years of experience, and an instructional coach with two years of experience, and we added an MTSS coach to the team.

School Stakeholders

Stakeholder groups at Zoneton include our students, staff, parents, businesses, and community members. The involvement of and engagement of these groups is increasing with the formation of a Parent Teacher Organization for 2025-2026 school year. The improvement and planning process occurs through our School Leadership Team, our Instructional Leadership Team, and SBDM council. In addition, surveys and focus groups are used to also identify priority areas for improvement.

School's Purpose

The Vision at Zoneton is Character, Community, Academics. Zoneton is a Positive Behavior Interventions and Supports (PBIS) school using the motto "Show Up Lift Up Level Up" to characterize the following positive behaviors, Pride, Accountability, Courage, and Kindness. The new mission at Zoneton, created in 2022 is as follows: To empower students who embrace diversity, value learning, and positively impact the community. Zoneton incorporates this mission and values into daily life at Zoneton through announcements and PBIS. Three teachers and three members of the instructional leadership team attended Josten's Global Conference and have created a team of teachers to increase the positive culture at Zoneton where expectations are taught, modeled and reviewed several times throughout the school year. A student leadership team has been established and this is the second year they have been in action to serve as the student voice, and celebration of students and staff.

Notable Achievements and Areas of Improvement

Overall, our goals are to continue increasing proficiency and decreasing novice in all academic areas for all students, and specifically for students with disabilities and EL students. Zoneton teachers will participate in Graduate Profile learning and

Engagement Professional Learning to increase active engagement in the classroom. Teachers meet on content PLC teams to create pre and post assessments to assess mastery of learning. Assessment results guide conversations around instruction, intervention and enrichment.

Additional Information

Zoneton continues to seek out community members and volunteers to enhance partnerships with the community through extracurricular activities, sports, and clubs. We strive to include all stakeholders to enhance the learning experiences for all students.



2025-2026 Phase Two: School Assurances_10162025_13:09

2025-2026 Phase Two: School Assurances

Zoneton Middle School
Lesley Chadwell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for
Schools_10162025_13:10

2025-2026 Phase Two: The Needs Assessment for Schools

Zoneton Middle School
Lesley Chadwell
797 Old Preston Hwy N
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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

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

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

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

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

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

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

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

Our focus in this area is to ensure that curriculum design and delivery are intentionally aligned to state standards and reflect the knowledge, skills, and dispositions outlined in our Graduate Profile. Teachers are collaborating to unpack standards, identify essential learning targets, and create clear success criteria for students. Continued work will emphasize vertical alignment, authentic learning opportunities, and regular review of curriculum maps to ensure all students are equipped for future success.

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

Our focus in this area is on strengthening assessment literacy across classrooms to ensure teachers use a balanced system of formative, diagnostic, interim, and summative assessments. The goal is for assessments to inform instruction, not just measure compliance. Teachers are working to design assessments that clearly align with learning targets, provide timely feedback, and guide next steps for both students and educators. Continued focus will be placed on using formative data to drive instructional adjustments and support student ownership of learning.

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>ZMS CSIP Needs Assessment</u>		



2025-2026 Phase Three: Comprehensive School Improvement Plan_12142025_14:29

2025-2026 Phase Three: Comprehensive School Improvement Plan

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template


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

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


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

ATTACHMENTS

Attachment Name

 ZMS CSIP 2025-2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>ZMS CSIP 2025-2026</u>		• 1

Achievement Gap Goal					
<p>KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.</p>					
<p>Objective/Goal: <i>By Spring 2026, English Learners students scoring proficient and distinguished in reading will improve from 20% to 24%.</i></p>					
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:	
Collaboration between our district EL teacher and our ELA teachers.	KCWP 2: Design and Deliver Instruction	Co-teaching one day a week- 6th and 7th grade ELA to provide strategies and interventions with imbedded HQIR EL support	Analyzing formative assessments.		na
Give iReady Diagnostic 3 times a year (Fall, Winter, Spring)	KCWP 4: Review, Analyze and Apply Data Results	Analyze iReady data- specifically EL students, during ELA PLC to tier students for remediation.	Tracking growth from Fall diagnostic to Winter diagnostic and Winter to Spring diagnostic.		na
Professional Learning for our ELA teachers	KCWP 5: Design, Align and Deliver Support	EL workshop training (6th grade ELA teacher) to train other teachers	Observing the implementation of learned strategies		0
Tiered EL grouping interventions.	KCWP 4: Review, Analyze and Apply Data Results	Meeting twice a week with students with district EL teacher. 7th grade EL students to receive reading accelerator instruction.	MTSS coach and 7th grade ELA teacher to monitor student data and progress.		Free trial

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	2. Identification of Critical Resource Inequities	3. Evidence-Based Interventions	4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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?	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?	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.	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?

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 60%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 29% to 34%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
School Wide Reading Plan	KCWP 2: Design and Deliver Instruction KCWP 2: Design and Deliver Instruction	Advisory classes to read. Intentionally created strategies for teachers to select from if struggling with ways to teach and encourage literacy. Students are placed in intervention classes based on the data from I-Ready	Classroom Observation, iReady Data	Classroom set of books - Title 1
5th Period Academic Success Strategies	KCWP 4: Review, Analyze and Apply Data Results KCWP 3: Design and Deliver Assessment Literacy	Review I-Ready data, place students in interventions for targets 45 lessons daily.	MTSS meetings, data analyzed	N/A
MTSS meetings			Analyze data	Teacher Position
My Path in iReady		Thursday's during Advisory students complete 30 minutes.	Student Individual Lessons Passed Guided Planning/PLC conversations with teachers to discuss which HQIR they are utilizing and feedback.	District Funded
ELA Teachers Utilizing HQIR	KCWP 2: Design and Deliver Instruction 	Teachers have the choice to utilize EL Education or Common Lit.		20,000 Title I EL

Math

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished 37%.

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 18% to 22%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Math Teachers Utilizing HQIR	KCWP 2: Design and Deliver Instruction	iReady Curriculum Implementation in all math classes. Starting the Unit Internalization during PLC's.	Classroom observation, iReady data, Guided Planning and PLC bi-weekly	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Tuesday's during Advisory students complete 30 minutes of math.	Student Individual Lessons Passed	N/A
	KCWP 4: Review, Analyze and Apply Data Results	Review i-Ready math data, group students according to needs for targeted interventions	Intervention block observations and coaching	N/A
	KCWP 2: Design and Deliver Instruction	Students are placed in intervention classes based on i-ready data. Teachers use i-Ready lessons.	Intervention block observations and coaching	N/A
5th period Academic Success Strategies				

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Strategic Plan	KCTV Alignment	Activities (a)	Progress Monitoring & Next Steps	Timeline
<p>Collaboration between the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Collaboration between the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Collaboration with the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Progress Monitoring & Next Steps</p> <p>Collaboration with the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Timeline</p> <p>Collaboration with the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>
<p>Collaboration between the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Collaboration between the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Collaboration between the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Progress Monitoring & Next Steps</p> <p>Collaboration with the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>	<p>Timeline</p> <p>Collaboration with the District EL teacher and the ELA teachers.</p> <p>Open Family Community 2 times a year (Fall, Winter, Spring)</p> <p>Professional Learning for ELA teachers</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p> <p>Parent ELA Family Engagement</p>

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<p>Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.</p>	<p>This year's needs assessment involved a structured process of reviewing and analyzing data, engaging SBDM council, instructional leadership team, and school leadership team. The Instructional Leadership Team (ILT) first gathered student performance, attendance, behavioral, and survey data, which was then reviewed by the School Leadership Team (SLT) to identify strengths, areas of concern, and trends. The data was disaggregated by grade level, demographics, and classroom to pinpoint specific gaps, with teams focusing on academic alignment. Stakeholder engagement included feedback from the Parent-Teacher Organization (PTO), and the Student Leadership Committee, ensuring a broad perspective. Based on the feedback, the SLT prioritized needs, including achievement gaps, school climate, and equity. Regular progress reviews and feedback loops with the MTSS Team ensured the plans were responsive and effective.</p>
<p>Review of Previous Plan: Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?</p>	<p>The previous year's Comprehensive School Improvement Plan (CSIP) witnessed some successes, such as improved student safety and reduced absenteeism. However, it's important to note that some areas experienced a decline in scores. These successes and challenges from the previous year's CSIP implementation serve as valuable lessons that inform this year's plan. The plan will build upon successful strategies, such as instructional process planning guide, while addressing the issues that led to score declines in reading and math proficiency. The data from the previous year will be a critical guide in setting more targeted and data-informed goals and strategies to enhance overall school performance by monitoring student data and standards alignment.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Based on multiple data sources, Zoneton Middle School's current academic performance indicates continued need for improvement across core areas. On the 2024–2025 Kentucky Summative Assessment (KSA), 29% of students scored Proficient/Distinguished (P/D) in Reading, 18% in Math, 27% in Writing, and 15% in both Science and Social Studies. Fall 2025 i-Ready Benchmark results align with these findings, with 20% of students at or above grade level in Reading and 12% in Math.</p> <p>Among 30 English Learners, 2 students exited the program, and 19 students (63%) scored a 3.0 or higher on ACCESS, demonstrating strong growth, with 20% scoring P/D in Reading on KSA.</p> <p>Zoneton Middle provides access to high-quality instructional resources including i-Ready Math and My Path for math and ELA, EL Education and CommonLit for ELA, and a Career Lab for 7th–8th graders. Intervention support is data-driven: 22% of 6th graders, 78% of 7th graders, and 57% of 8th graders receive Tier 2/3 support based on i-Ready data. Additionally, 29 8th graders are enrolled in Algebra I for high school credit.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>While overall proficiency remains low, the school is implementing intentional, data-informed strategies to increase student achievement and close learning gaps.</p> <p>Data from the 2024–2025 Student Voice Survey, staff Impact Survey, and school records indicate that Zoneton Middle School maintains a caring, supportive, and increasingly equitable climate. Overall, 65.7% of students report that their school is a caring place (+2.8 points), and 66.3% feel part of the school community (+2.8 points). Students' sense of safety has improved, with 68.6% feeling safe in classes (+6.7 points), and 67.5% believing adults respond to bullying incidents (+3.3 points). 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.</p> <p>Behavior data show 590 total incidents, with 38% insubordination and 15% disruptive behavior, highlighting areas for continued focus on consistent expectations and positive behavior supports. Chronic absenteeism decreased from 21% to 18%, while teacher attendance was 84%, emphasizing the need to support staff wellness.</p> <p>Mental health supports include access to Care Solace, two annual mental health wellness days, and an annual universal screener to identify student needs, contributing to increased student-adult connections. Teacher retention is 89%, and over 90% of staff participated in professional development aligned to the CSIP goals, focusing on trauma-informed practices, restorative strategies, and inclusive instruction.</p> <p>Family engagement is growing, with 64% of families attending at least one school event and 42% participating in student-led conferences. Overall, data reflect meaningful progress in fostering a positive, inclusive, and student-centered school climate.</p> <p>Data Sources: Student Voice Survey, Staff Impact Survey, Attendance & Behavior Reports, Professional Learning Records.</p>
<p>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.</p>	<p>BCPS and ZMS will utilize district strengths, community partnerships, and local assets to address identified areas for improvement in academic performance, student engagement, and school climate. The district's emphasis on instructional alignment, college and career readiness, and data-driven improvement provides the framework for this work.</p> <p>A key district strength being leveraged is the growth of the Paxton Patterson College and Career Readiness Labs, which offer students hands-on learning experiences in health science, engineering, and technology. These labs align with the BCPS Graduate Profile by building skills in problem-solving, collaboration, and real-world application. The lab opening ceremony, attended by community members, business leaders, and district officials, established strong partnerships with local industries that now serve as mentors, project collaborators, and guest speakers. These connections expand students' exposure to potential career fields while reinforcing the district's focus on authentic learning.</p> <p>Another major asset is the revitalized Parent-Teacher Organization (PTO), which has strengthened family and community engagement for the first time in several years. The PTO has successfully brought in new vendors, sponsors, and community partners for school events and fundraisers, increasing both resources and volunteer support for student activities and instructional initiatives.</p> <p>By combining BCPS's district systems, community partnerships, and the innovative Paxton Patterson Labs and PTO initiatives, ZMS is effectively leveraging its resources to improve achievement, engagement, and school climate—preparing every student for success in high school, college, and career.</p>

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Answered in Cognia.