



JESSE BACON, SUPERINTENDENT
ADRIENNE USHER, DEPUTY SUPERINTENDENT
BRANDY HOWARD, CHIEF ACADEMIC OFFICER
TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Jesse Bacon, Superintendent
FROM: Dr. Amy Allen-Compton, Director of Secondary Education
Patrick Durham, Director of Elementary Education
DATE: March 19, 2026
RE: Maryville Elementary and Zoneton Middle School Turnaround Plans

Pursuant to KRS 160.345 and KRS 158.782, the district has established a School Turnaround Team for Maryville Elementary and Zoneton Middle schools to provide intensive support and guidance to identified schools in need of improvement. The School Turnaround Team collaborates with school leadership and staff to analyze student performance data, develop and monitor the implementation of the School Turnaround Plan, and coordinate targeted resources and professional learning to enhance instructional practices and increase student achievement.

Each school is required to designate its Turnaround team members and provide the names and contact information to the Kentucky Department of Education. The team information is required within the 45-day window for Turnaround Plan completion.

Attached to this memo for review are the School Turnaround Teams and School Turnaround Plans.

Pursuant to KRS 160.346(8)(f), governance at the school level for CSI schools has transitioned from a School-Based Decision Making (SBDM) council to an Advisory Leadership Team (ALT). The Advisory Leadership Team shall function in an advisory/consultative capacity to the principal and district leadership, providing input on instructional improvement, school operations, and stakeholder engagement, consistent with the requirements and intent of KRS 160.346 and related state accountability provisions. The authority of the school-based decision-making (SBDM) council granted under KRS 160.345 shall be transferred to the superintendent upon receipt of the audit report (03/18/2026).

Board approval of the Turnaround teams and school Turnaround Plans for Zoneton Middle and Maryville Elementary is required as part of the CSI process, please add this to the May board meeting.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

Notification of Turnaround Team Form

Pursuant to KRS 160.346(8)(a) and 703 KAR 5:280, Section (6)(1), the superintendent of the local education agency (LEA), in collaboration with the principal of the identified comprehensive support and improvement (CSI) school and the Kentucky Department of Education, must establish a turnaround training and support team for the school designated for CSI. Completed forms should be emailed to District180@education.ky.gov.

LEA: **Bullitt County Public Schools**

School: **Maryville Elementary School**

Turnaround Team Members:

Member's Name	Affiliation (District, KDE, School)
Jamie Wyman	School
Kara Nicoulin	School
Michele Grey	School
Stevie Trent	School
Erika Hart	School
Kim Tabler	School
Aubrey Atwell	School
Patrick Durbam	District
Ronda Cox	KDE
Clint Graham	KDE

By signing below, you certify that, prior to being provided to the KDE, this notification form was reviewed and approved by the Bullitt County Board of Education on April 20, 2026.

 Superintendent Date

 Local Board of Education Chair Date

 Commissioner of Education, Kentucky Department of Education Date
 (Designee)

Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for CSI. Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a turnaround plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Maryville Elementary CSI Addendum 26-27	
IP #1	Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.
IP #2	Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.
Turnaround Team:	

<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process</p> <p>Response: Jamie Wyman, Principal, Kara Nicoulin-Counselor, Michele Grey-Instructional Coach, Stevie Trent-Primary Teacher, Erika Hart-Intermediate Teacher, Aubrey Atwell-Special Education Teacher, Kim Tabler- Special Area Teacher, Patrick Durham- District, Ronda Cox- KDE, Clint Graham- KDE Each member of the turnaround team plays a specific role in supporting implementation, including instructional leadership, coaching, data analysis, and monitoring of progress toward CSIP goals.</p>	<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The Maryville Elementary Turnaround Team includes the principal, instructional coach, counselor, teacher leaders, district representative, and KDE partners. Each member plays a specific role in supporting implementation, including instructional leadership, coaching, data analysis, and monitoring progress toward CSIP goals.</p> <p>Following the Diagnostic Review, the principal and instructional coach led the Turnaround Team through a process of deconstructing the identified improvement priorities to ensure alignment with the Needs Assessment and CSIP. This process was extended to the full faculty during Bullitt Day professional learning to ensure shared understanding and collective ownership of the work.</p> <p>The Turnaround Team met on March 19, April 13, and April 20 to analyze the Needs Assessment and CSIP rubrics, revise planning documents, and align strategies and activities to identified needs. This work established a clear and consistent focus on strengthening Tier 1 instruction, assessment practices, and student access to grade-level content.</p> <p>The Turnaround Team will continue to meet regularly to monitor implementation, review data, and make adjustments to ensure progress toward CSIP goals.</p> <p>As part of our needs assessment and CSIP development, we reviewed how we are using people, time, and funding to support student learning. This included analyzing our master schedule, staffing, intervention supports, and funding allocations, along with student achievement data, walkthrough trends, PLC work, and behavior data. Input from our leadership team, teachers, and district partners helped identify how resources are currently supporting instruction, assessment, and school climate.</p> <p>Through this process, we identified key inequities contributing to underperformance. Tier 1 instructional time has not always been consistently protected, and there has been an over-reliance on intervention rather than strengthening core instruction. As a result, students—especially students with disabilities—have not consistently accessed rigorous, grade-level content. Inconsistent PLC practices and use of assessment data have also limited effective instructional adjustments, and variability in classroom practices has impacted student engagement and reduced instructional time.</p> <p>To address these inequities, we are prioritizing strong Tier 1 instruction through explicit, standards-aligned teaching with appropriate scaffolds (EBP: Explicit Instruction). We are strengthening PLCs through a consistent PDSA cycle to guide planning and instructional adjustments (EBP: PLCs) and implementing a schoolwide assessment protocol to ensure data is used</p>
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to inform instruction (EBP: Formative Assessment). We are also protecting core instructional time and implementing PBIS consistently to improve behavior and maximize instructional time (EBP: PBIS).

Staffing, time, and funding are being reallocated to support these priorities. Title I and school-based funds will be used to support professional learning, instructional coaching, and high-quality instructional materials. The instructional coach and special education staff will be strategically utilized to support co-planning, co-teaching, and Tier 1 instructional improvement. We will monitor the impact of these changes through walkthroughs, PLC documentation, assessment data, and behavior data, and adjust resources as needed to improve student outcomes.

CSI Evidence-based Practices

CSI improvement/turnaround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
<p>Teachers will engage in weekly PLC cycles to analyze student work, monitor progress, and adjust instruction using a structured PDSA process.</p>	<p>Vescio, V., Ross, D., & Adams, A. (2008). <i>Impact of PLCs on Teaching and Learning</i></p> <p>Lomos, C., Hofman, R., & Bosker, R. (2011). <i>PLCs and Student Achievement</i></p> <p>Research on Professional Learning Communities (PLCs) (Vescio, Ross, & Adams, 2008; Lomos, Hofman, & Bosker, 2011) shows that structured teacher collaboration focused on student learning leads to improved instructional practices and increased student outcomes.</p>
<p>Teachers will use a structured assessment protocol to design, analyze, and adjust instruction based on common formative and summative assessments during PLCs.</p>	<p>Black, P. & William, D. (1998). <i>Inside the Black Box</i></p> <p>Kingston, N. & Nash, B. (2011). <i>Formative Assessment Meta-Analysis</i></p> <p>Studies on formative assessment and feedback (Black & William, 1998; Kingston & Nash, 2011) demonstrate that ongoing assessment and timely feedback significantly improve student achievement when used to guide instruction.</p>

Evidence-based Activity	Evidence Citation
<p>Teachers will implement explicit, standards-aligned Tier 1 instruction with intentional scaffolds and supports, enabling students with disabilities to access, engage in, and demonstrate mastery of grade-level content.</p>	<p>Stockard, J. et al. (2018). <i>The Effectiveness of Direct Instruction Curricula: A Meta-Analysis</i> Archer, A. & Hughes, C. (2011). <i>Explicit Instruction</i></p> <p>Research on explicit instruction (Stockard et al., 2018; Archer & Hughes, 2011) indicates strong positive effects on student learning, particularly for students who require additional support, by providing clear, systematic, and scaffolded instruction.</p>
<p>Staff will implement PBIS practices consistently across all settings to improve behavior, increase engagement, and maximize instructional time.</p>	<p>Bradshaw, C., Mitchell, M., & Leaf, P. (2010). <i>Examining the Effects of PBIS</i> Sugai, G. & Horner, R. (2002). <i>PBIS Framework</i></p> <p>Research on Positive Behavioral Interventions and Supports (PBIS) (Bradshaw, Mitchell, & Leaf, 2010; Sugai & Horner, 2002) shows that consistent implementation improves student behavior, increases engagement, and maximizes instructional time.</p>

Maryville Elementary Reading and Mathematics Goals

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.

IP #1

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

IP #2

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

Reading

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished 49%

Objective/Goal: By Spring 2027, students scoring proficient and distinguished in reading will improve from 26% to 36%.

Strategy 1: Strengthen Tier 1 reading instruction by ensuring all lessons are standards-aligned, rigorous, and designed to support equitable access to grade-level expectations.

KCWP Alignment: KCWP 2: Design and Deliver Instruction

Funding Source: Title I, SIF, SBDM/Sec. 6

Activities (Do)

Activity 1: Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:
- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality

instructional resources (HQIR)

- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

Progress Monitoring and Next Steps (Study/Act):

Weekly (PLC Level):

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

Artifacts: PLC agendas, PDSA unit plans, lesson plans, student work samples

Responsible: Teachers, Instructional Coach

Weekly (Leadership Support):

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks. The principal will attend PLCs weekly to monitor implementation.

Artifacts: PLC feedback forms, coaching logs

Responsible: Instructional Coach, Principal

Next Steps: Adjust planning supports and professional learning based on trends.

Activity 2: Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

- Teachers will engage in monthly professional learning sessions (1x per month) that include:
 - modeling of instructional strategies
 - opportunities for teacher practice and collaboration
 - analysis of student work and instructional tasks

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor: alignment to standards implementation of planned lessons and student engagement in grade-level tasks.

Artifacts: Walkthrough tool data, trend reports

Responsible: Principal, Instructional Coach

Monthly (Data Review):

The leadership team (principal, counselor, instructional coach) will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Artifacts: Data summaries, walkthrough trends, assessment results

Responsible: Principal, Instructional Coach

Next Steps: Provide targeted feedback and adjust instructional supports.

Activity 3: Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

During weekly PLC meetings, grade-level teams will:

- analyze upcoming standards and unit plans
- refine learning targets and success criteria
- identify one or more rigorous, grade-level tasks for instruction
- review student work from prior lessons to monitor mastery and adjust instruction

Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards and inclusion of opportunities for student discourse and engagement.

On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The instructional coach and principal will support this process weekly through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards

- implementation of planned lessons
- student engagement in grade-level tasks

Artifacts: Walkthrough tool data, trend reports
Responsible: Principal, Instructional Coach

Within a PLC Cycle:

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

Artifacts: Student work, PLC notes, lesson adjustments
Responsible: Teachers

Monthly (Data Review):

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Next Steps: Provide targeted feedback and adjust instructional supports

Activity 4: Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

**Progress Monitoring and Next Steps (Study/Act):
 Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

Artifacts: Walkthrough data, observation notes
Responsible: Principal, Instructional Coach

Weekly (PLC Analysis):

Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

Artifacts: PLC notes, student work samples

Monthly (Trend Analysis):

Schoolwide trends in student engagement and discourse will be shared during staff meetings.

Artifacts: Walkthrough summaries, engagement data

Next Steps:

Adjust instructional strategies and provide targeted coaching based on observed needs

<p>Strategy 2: Strengthen assessment literacy through the use of standards-aligned assessments that monitor student learning in real time and inform timely instructional feedback and adjustments.</p>	
<p>KCWP Alignment: KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Funding Source: Title I, SIF, SBDM/Sec.6</p>
<p>Activities (Do)</p>	
<p>Activity 1: Teachers will collaboratively analyze common formative and summative assessments for standards alignment and level of rigor prior to administration through a structured PLC process.</p> <p>During PLC meetings (prior to each assessment cycle), grade-level teams will:</p> <ul style="list-style-type: none"> • review each assessment item to ensure alignment to the intended Kentucky Academic Standards • determine the Depth of Knowledge (DOK) level and ensure tasks reflect grade-level rigor • revise or replace assessment items that do not meet expectations for alignment or rigor • identify the expected evidence of mastery and develop criteria for success <p>Progress Monitoring and Next Steps (Study/Act): Weekly (PLC Analysis – Prior to Assessment Cycle): Teachers will collaboratively analyze common formative and summative assessments during PLCs to ensure alignment and rigor by:</p> <ul style="list-style-type: none"> • reviewing each assessment item for alignment to Kentucky Academic Standards • determining the Depth of Knowledge (DOK) level • revising or replacing misaligned or low-rigor items • identifying criteria for mastery <p>Artifacts: PLC agendas/notes, completed assessment analysis protocols, revised assessments Responsible: Teachers, Instructional Coach</p> <p>Monthly (Leadership Review): The principal will review a sample of common formative and summative assessments from each</p>	

grade level to monitor:

- alignment to standards
- appropriate level of rigor (DOK)
- consistency across classrooms

Artifacts: Assessment samples, principal feedback notes
Responsible: Principal

Activity 2: Teachers will implement a schoolwide assessment analysis protocol to analyze results from common formative and summative assessments and adjust instruction accordingly.

During weekly PLC meetings (following each assessment cycle), grade-level teams will use a structured protocol to:

- analyze student performance by standard
- identify students who have mastered or not yet mastered the standard
- determine common misconceptions and error patterns
- plan specific Tier 1 instructional adjustments and targeted small-group instruction

The assessment protocol will be used consistently across all grade levels and aligned to the schoolwide assessment calendar (i.e., after each common formative and end-of-unit assessment).

Progress Monitoring and Next Steps (Study/Act):
Weekly (PLC Analysis – Following Assessment Cycle):

Teachers will use the schoolwide assessment analysis protocol during PLCs to:

- analyze student performance by standard
- identify students who have mastered/not mastered standards
- determine misconceptions and error patterns
- plan Tier 1 instructional adjustments and small-group instruction

Artifacts: PLC agendas/notes, completed assessment analysis protocols, student data trackers, grouping plans
Responsible: Teachers, Instructional Coach

Weekly (Coaching Support):

The instructional coach will attend PLCs to support consistent implementation of the assessment protocol and ensure instructional responses are aligned to grade-level standards and rigor.

Artifacts: Coaching logs, PLC feedback forms, data analysis templates
Responsible: Instructional Coach

Monthly (Leadership Review):

The leadership team will review PLC documentation and student data to monitor:

- consistency of protocol use across grade levels
- effectiveness of instructional adjustments
- progress toward student mastery of standards

Artifacts: PLC documentation, data dashboards, student performance reports
Responsible: Principal, Instructional Coach, Counselor

Quarterly (Progress Monitoring of Student Outcomes):

The leadership team will analyze iReady data, common assessment trends, and subgroup performance to evaluate the impact of instructional adjustments on student achievement.

Artifacts: iReady reports, CFA data summaries, subgroup reports
Responsible: Principal, Instructional Coach

Next Steps:

Adjust instructional supports, provide targeted professional learning, and refine PLC processes to strengthen the use of assessment data to drive Tier 1 instruction and improve student mastery of grade-level standards.

Maryville Elementary Reading and Mathematics Goals	
<p>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.</p>	
<p>IP #1 Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.</p> <p>IP #2 Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.</p>	
Math	
<p>3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve to 45%</p>	
<p>Objective/Goal: By Spring 2027, students scoring proficient and distinguished in reading will improve from 20% to 35%.</p>	
<p>Strategy 1: Strengthen core math instruction by implementing standards based lessons that require rigor and equitable learning opportunities for all students.</p>	
<p>KCWP Alignment: KCWP 2: Design and Deliver Instruction</p>	<p>Funding Source: Title I, SIF</p>
Activities (Do)	
<p>Activity 1: Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.</p>	

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:
- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality instructional resources (HQIR)
- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

Progress Monitoring and Next Steps (Study/Act):

Weekly (PLC Level):

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

Artifacts: PLC agendas, PDSA unit plans, lesson plans, student work samples

Responsible: Teachers, Instructional Coach

Weekly (Leadership Support):

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks. The principal will attend PLCs weekly to monitor implementation.

Artifacts: PLC feedback forms, coaching logs

Responsible: Instructional Coach, Principal

Next Steps: Adjust planning supports and professional learning based on trends.

Activity 2: Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

- Teachers will engage in monthly professional learning sessions (1x per month) that include:
 - modeling of instructional strategies
 - opportunities for teacher practice and collaboration
 - analysis of student work and instructional tasks

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor: alignment to standards implementation of

planned lessons and student engagement in grade-level tasks.

Artifacts: Walkthrough tool data, trend reports

Responsible: Principal, Instructional Coach

Monthly (Data Review):

The leadership team (principal, counselor, instructional coach) will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Artifacts: Data summaries, walkthrough trends, assessment results

Responsible: Principal, Instructional Coach

Next Steps: Provide targeted feedback and adjust instructional supports

Activity 3: Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

During weekly PLC meetings, grade-level teams will:

- analyze upcoming standards and unit plans
- refine learning targets and success criteria
- identify one or more rigorous, grade-level tasks for instruction
- review student work from prior lessons to monitor mastery and adjust instruction

Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards and inclusion of opportunities for student discourse and engagement.

On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The instructional coach and principal will support this process weekly through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

Progress Monitoring and Next Steps (Study/Act):
Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards
- implementation of planned lessons
- student engagement in grade-level tasks

Artifacts: Walkthrough tool data, trend reports
Responsible: Principal, Instructional Coach

Within a PLC Cycle:

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

Artifacts: Student work, PLC notes, lesson adjustments
Responsible: Teachers

Monthly (Data Review):

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Next Steps: Provide targeted feedback and adjust instructional supports

Activity 4: Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

Progress Monitoring and Next Steps (Study/Act):
Weekly (Walkthrough Monitoring):

the principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

Artifacts: Walkthrough data, observation notes

Responsible: Principal, Instructional Coach

Weekly (PLC Analysis):
Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

Artifacts: PLC notes, student work samples

Monthly (Trend Analysis):
Schoolwide trends in student engagement and discourse will be shared during staff meetings.

Artifacts: Walkthrough summaries, engagement data

Next Steps:
Adjust instructional strategies and provide targeted coaching based on observed needs

Strategy 2: Strengthen assessment literacy through the use of standards-aligned assessments that monitor student learning in real time and inform timely instructional feedback and adjustments.	
KCWP Alignment: KCWP 3: Design and Deliver Assessment Literacy	Funding Source: Title I, SIF SBDM/Sec.6
Activities (Do)	
<p>Activity 1: Teachers will collaboratively analyze common formative and summative assessments for standards alignment and level of rigor prior to administration through a structured PLC process.</p> <p>During PLC meetings (prior to each assessment cycle), grade-level teams will:</p> <ul style="list-style-type: none"> • review each assessment item to ensure alignment to the intended Kentucky Academic Standards • determine the Depth of Knowledge (DOK) level and ensure tasks reflect grade-level rigor • revise or replace assessment items that do not meet expectations for alignment or rigor • identify the expected evidence of mastery and develop criteria for success 	

Progress Monitoring and Next Steps (Study/Act):

Weekly (PLC Analysis – Prior to Assessment Cycle):

Teachers will collaboratively analyze common formative and summative assessments during PLCs to ensure alignment and rigor by:

- reviewing each assessment item for alignment to Kentucky Academic Standards
- determining the Depth of Knowledge (DOK) level
- revising or replacing misaligned or low-rigor items
- identifying criteria for mastery

Artifacts: PLC agendas/notes, completed assessment analysis protocols, revised assessments

Responsible: Teachers, Instructional Coach

Monthly (Leadership Review): The principal will review a sample of common formative and summative assessments from each grade level to monitor:

- alignment to standards
- appropriate level of rigor (DOK)
- consistency across classrooms

Artifacts: Assessment samples, principal feedback notes

Responsible: Principal

Activity 2: Teachers will implement a schoolwide assessment analysis protocol to analyze results from common formative and summative assessments and adjust instruction accordingly.

During weekly PLC meetings (following each assessment cycle), grade-level teams will use a structured protocol to:

- analyze student performance by standard
- identify students who have mastered or not yet mastered the standard
- determine common misconceptions and error patterns
- plan specific Tier 1 instructional adjustments and targeted small-group instruction

The assessment protocol will be used consistently across all grade levels and aligned to the schoolwide assessment calendar (i.e., after each common formative and end-of-unit assessment).

Progress Monitoring and Next Steps (Study/Act):

Weekly (PLC Analysis – Following Assessment Cycle):

Teachers will use the schoolwide assessment analysis protocol during PLCs to:

- analyze student performance by standard
- identify students who have mastered/not mastered standards
- determine misconceptions and error patterns
- plan Tier 1 instructional adjustments and small-group instruction

Artifacts: PLC agendas/notes, completed assessment analysis protocols, student data trackers, grouping plans
Responsible: Teachers, Instructional Coach

Weekly (Coaching Support):

The instructional coach will attend PLCs to support consistent implementation of the assessment protocol and ensure instructional responses are aligned to grade-level standards and rigor.

Artifacts: Coaching logs, PLC feedback forms, data analysis templates
Responsible: Instructional Coach

Monthly (Leadership Review):

The leadership team will review PLC documentation and student data to monitor:

- consistency of protocol use across grade levels
- effectiveness of instructional adjustments
- progress toward student mastery of standards

Artifacts: PLC documentation, data dashboards, student performance reports
Responsible: Principal, Instructional Coach, Counselor

Quarterly (Progress Monitoring of Student Outcomes):

The leadership team will analyze iReady data, common assessment trends, and subgroup performance to evaluate the impact of instructional adjustments on student achievement.

Artifacts: iReady reports, CFA data summaries, subgroup reports

Responsible: Principal, Instructional Coach

Next Steps:

Adjust instructional supports, provide targeted professional learning, and refine PLC processes to strengthen the use of assessment data to drive Tier 1 instruction and improve student mastery of grade-level standards.

Maryville Elementary 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.

IP #1

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

IP #2

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

Objective/Goal: By Spring 2027, students with disabilities scoring proficient and distinguished in reading will improve from 9% to 20%.

Strategy 1: Strengthen core reading instruction by implementing standards based lessons that require rigor and equitable learning opportunities for all students.

KCWP Alignment: KCWP 2: Design and Deliver Instruction

Funding Source: Title I, SIFSBDM/Sec. 6

Activities (Do)

Activity 1: Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:

Maryville Elementary Achievement Gap Goal

- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality instructional resources (HQIR)
- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

Progress Monitoring and Next Steps (Study/Act):

Weekly (PLC Level):

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

Artifacts: PLC agendas, PDSA unit plans, lesson plans, student work samples

Responsible: Teachers, Instructional Coach

Weekly (Leadership Support):

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks. The principal will attend PLCs weekly to monitor implementation.

Artifacts: PLC feedback forms, coaching logs

Responsible: Instructional Coach, Principal

Next Steps: Adjust planning supports and professional learning based on trends.

Activity 2: Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

- Teachers will engage in monthly professional learning sessions (1x per month) that include:
 - modeling of instructional strategies
 - opportunities for teacher practice and collaboration
 - analysis of student work and instructional tasks

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor: alignment to standards implementation of

planned lessons and student engagement in grade-level tasks.

Artifacts: Walkthrough tool data, trend reports

Responsible: Principal, Instructional Coach

Monthly (Data Review):

The leadership team (principal, counselor, instructional coach) will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Artifacts: Data summaries, walkthrough trends, assessment results

Responsible: Principal, Instructional Coach

Next Steps: Provide targeted feedback and adjust instructional supports.

Activity 3: Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

During weekly PLC meetings, grade-level teams will:

- analyze upcoming standards and unit plans
- refine learning targets and success criteria
- identify one or more rigorous, grade-level tasks for instruction
- review student work from prior lessons to monitor mastery and adjust instruction

Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards and inclusion of opportunities for student discourse and engagement.

On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The instructional coach and principal will support this process weekly through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

Progress Monitoring and Next Steps (Study/Act):
Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards
- implementation of planned lessons
- student engagement in grade-level tasks

Artifacts: Walkthrough tool data, trend reports
Responsible: Principal, Instructional Coach

Within a PLC Cycle:

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

Artifacts: Student work, PLC notes, lesson adjustments
Responsible: Teachers

Monthly (Data Review):

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

Next Steps: Provide targeted feedback and adjust instructional supports

Activity 4: Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

Progress Monitoring and Next Steps (Study/Act):
Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

Artifacts: Walkthrough data, observation notes

Responsible: Principal, Instructional Coach

Weekly (PLC Analysis):

Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

Artifacts: PLC notes, student work samples

Monthly (Trend Analysis):

Schoolwide trends in student engagement and discourse will be shared during staff meetings.

Artifacts: Walkthrough summaries, engagement data

Next Steps:

Adjust instructional strategies and provide targeted coaching based on observed needs

<p>Strategy 2: Improve reading outcomes for students with disabilities by strengthening co-teaching and collaboration between special education and general education teachers to ensure consistent access to rigorous, standards-aligned Tier 1 instruction with appropriate scaffolds and supports.</p>	
<p>KCWP Alignment: KCWP 5: Design, Align and Deliver Support</p>	<p>Funding Source: Title I, SIF, SBDM/Sec.6</p>
<p>Activities (Do)</p>	
<p>Activity 1: Collaborative Co-Planning in PLCs SPED and general education teachers will engage in weekly co-planning to:</p> <ul style="list-style-type: none"> • unpack grade-level standards • design standards-aligned lessons • embed appropriate scaffolds (not reduced rigor) • align instruction to IEP goals <p>Teachers will document plans using shared PLC templates, including learning targets, scaffolds, and instructional strategies.</p> <p>Progress Monitoring and Next Steps (Study/Act): Weekly (PLC Collaboration Monitoring): SPED and general education teachers will document co-planning during PLCs, including:</p> <ul style="list-style-type: none"> • alignment to grade-level standards • planned scaffolds and supports for students with disabilities • connections to IEP goals <p>Artifacts: PLC agendas/notes, co-planning templates, lesson plans</p>	

Responsible: Teachers, Instructional Coach

Weekly (Coaching Support):

The instructional coach will attend PLCs to support co-planning and ensure scaffolds maintain rigor and alignment to standards.

Artifacts: Coaching logs, PLC feedback forms

Responsible: Instructional Coach

Weekly (Leadership Monitoring):

The principal will attend PLCs bi-weekly to monitor:

- quality of collaboration between SPED and general education teachers
- alignment of planned instruction to grade-level standards
- intentional planning for access (not remediation)

Artifacts: PLC observation notes, planning documents

Responsible: Principal

Next Steps:

Provide targeted coaching and planning support to strengthen co-teaching alignment, refine scaffolds, and ensure all students with disabilities have access to rigorous, standards-aligned instruction.

Activity 2: Targeted SPED-Focused PLC Support

The SPED instructional coach will facilitate bi-weekly targeted PLC sessions focused on:

- analyzing student work from students with disabilities
- monitoring progress toward grade-level standards and IEP goals
- refining scaffolds and instructional strategies

Progress Monitoring and Next Steps (Study/Act):

Weekly (SPED PLC Analysis):

The SPED instructional coach will lead PLC sessions to analyze:

- student work from students with disabilities
- progress toward grade-level standards and IEP goals

Maryville Elementary Achievement Gap Goal

- effectiveness of scaffolds and instructional strategies

Artifacts: Student work samples, data trackers, PLC notes
Responsible: SPED Instructional Coach, Teachers

Monthly (Data Monitoring):

Teachers will update student data trackers to monitor progress of students with disabilities based on:

- common formative assessments
- classroom performance
- intervention and Tier 1 supports

Artifacts: Data trackers, assessment results, student work
Responsible: Teachers

Monthly (Leadership Review):

The leadership team will review subgroup performance data to monitor:

- growth of students with disabilities
- effectiveness of instructional supports
- alignment between instruction and student outcomes

Artifacts: iReady reports, CFA summaries, subgroup data reports
Responsible: Principal, Instructional Coach, Leadership Team

Next Steps:

Adjust instructional supports, refine scaffolds, and provide targeted professional learning to ensure students with disabilities demonstrate increased access to and mastery of grade-level standards.

Maryville Elementary Quality of School Climate and Safety Goal

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.

IP #1

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

IP #2

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

By Spring 2027, the Quality of School Climate and Safety index score will increase from 66.8 to 70.

Strategy 1: Strengthen school climate and safety by implementing consistent schoolwide PBIS and social-emotional learning practices that promote positive behavior, student engagement, and a supportive learning environment.

KCWP Alignment: KCWP 6: Establish Learning Environment and Culture

Funding Source: Title I, SIF; SBDM/Section 6

Activities (Do)

Activity 1: Consistent PBIS Implementation

Teachers and staff will implement schoolwide PBIS expectations daily across all settings (classrooms, hallways, cafeteria, buses) by:

- explicitly teaching behavior expectations
- reinforcing positive behaviors using the schoolwide system, Patriot Pride.
- consistently applying behavior responses

Expectations will be reviewed and reinforced daily in classrooms.

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- consistency of behavior expectations across classrooms
- use of positive reinforcement systems
- student adherence to expectations

Artifacts: Walkthrough data, observation notes

Responsible: Principal, Instructional Coach

Monthly (Behavior Data Review):

The PBIS team will analyze discipline data to monitor:

- frequency of behavior incidents
- trends by location, time, and student group
- effectiveness of PBIS implementation

Artifacts: Infinite Campus reports, behavior dashboards

Responsible: Principal, Counselor, PBIS Team

Next Steps:

Adjust PBIS supports, reteach expectations, and provide targeted staff support based on identified trends.

Activity 2: Schoolwide SEL Instruction

Teachers will implement SEL lessons using a designated program focused on:

- self-management
- relationship skills
- responsible decision-making

Teachers will provide opportunities for students to practice SEL skills during daily instruction.

Progress Monitoring and Next Steps (Study/Act):

Weekly (Walkthrough Monitoring):

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- consistency of behavior expectations across classrooms
- use of positive reinforcement systems
- student adherence to expectations

Artifacts: Walkthrough data, observation notes

Responsible: Principal, Instructional Coach

Monthly (Walkthrough Monitoring):

The leadership team will monitor integration of SEL practices into classroom routines and instruction. The counselor will monitor data and support any classrooms or teachers with SEL implementation.

Artifacts: Walkthrough data, observation notes

Responsible: Principal, Counselor, Instructional Coach

Next Steps:

Provide additional modeling and support to ensure consistent SEL implementation across classrooms.

Activity 3: Behavior Data Review & Response System

The PBIS team and leadership will review behavior data monthly to:

- identify trends (location, time, student groups)
- adjust supports and expectations
- plan targeted interventions and reteaching

Progress Monitoring and Next Steps (Study/Act):

Monthly (Data Analysis):

The PBIS team will review behavior data to identify patterns and determine targeted supports.

Artifacts: Behavior reports, meeting agendas

Responsible: PBIS Team, Counselor, Principal

Quarterly (Trend Analysis):

The leadership team will analyze and communicate long-term behavior trends and climate data to evaluate impact.

Artifacts: Data dashboards, climate index data

Responsible: Principal, Counselor, Instructional Coach

Next Steps:

Refine behavior supports, adjust PBIS systems, and provide targeted interventions to improve school climate outcomes.

Notification of Turnaround Team Form

Pursuant to KRS 160.346(8)(a) and 703 KAR 5:280, Section (6)(1), the superintendent of the local education agency (LEA), in collaboration with the principal of the identified comprehensive support and improvement (CSI) school and the Kentucky Department of Education, must establish a turnaround training and support team for the school designated for CSI. Completed forms should be emailed to District180@education.ky.gov.

LEA: **Bullitt County Public Schools**
School: **Zoneton Middle School**

Turnaround Team Members:

Member's Name	Affiliation (District, KDE, School)
Che Haselwood	KDE
Sarah Vivian	KDE
Dr. Amy Compton	District Director of Secondary Education
Carey Murphy	District Special Education Coach
Tessa Spratt	District Instructional Coach
Lesley Chadwell	School Principal
Dr. Mitzi Phelan	School Assistant Principal
Karissa Lewis	School Counselor
Amber Threlkel	School MTSS Coach
Courtney Thompson	School UA teacher
Shelby Morrow	School 7th grade Social Studies teacher
Sydni Webb	School 8th grade Math teacher
Caleb Dawson	School 6th grade Science teacher
Sidney Curran	School 6th grade ELA teacher

By signing below, you certify that, prior to being provided to the KDE, this notification form was reviewed and approved by the [Click here to enter text.](#) **(LEA name) Board of Education on** [Click here to enter text.](#) **(date).**

 Superintendent Date

 Local Board of Education Chair Date

 Commissioner of Education, Kentucky Department of Education Date
 (Designee)

Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for CSI. Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a turnaround plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process
Response: Che Haselwood- KDE Sarah Vivian- KDE Dr. Amy Compton- District Director of Secondary Education Carey Murphy- District Special Education Coach Tessa Spratt- District Instructional Coach Lesley Chadwell- School Principal Dr. Mitzi Phelan- School Assistant Principal Karissa Lewis- School Counselor Amber Threlkel- School MTSS Coach Courtney Thompson- School UA teacher Shelby Morrow- School 7th grade Social Studies teacher

Sydni Webb- School 8th grade Math teacher
 Caleb Dawson- School 6th grade Science teacher
 Sidney Curran- School 6th grade ELA teacher

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Through the diagnostic review process, the school analyzed multiple data sources- including KSA performance data, classroom observations (eleot), stakeholder surveys, and instructional artifacts, to evaluate the allocation and use of resources (people, time, and money). This analysis revealed critical resource inequities contributing to underperformance. Student achievement data showed significant gaps, with only 23% of 7th-grade and 20% of 8th-grade students scoring Proficient/Distinguished in reading compared to state averages of 48% and 42%, indicating a need for stronger Tier 1 instruction. Classroom observation data further highlighted inequities in instructional quality, with rigorous, higher-order thinking tasks evident in only 22% of classrooms and student discussion observed in just 28% of classrooms, demonstrating inconsistent access to high-quality learning experiences. Additionally, differentiation was evident in only 21% of classrooms, and progress monitoring practices were weak, with only 11% of classrooms showing evidence of students monitoring their own learning. Student perception data reinforced these findings, as only 49% of students reported engaging lessons and 46% indicated instruction was adjusted to meet their needs, reflecting inequitable access to engaging and responsive instruction.

To address these inequities, the school will reallocate resources to strengthen Tier 1 instruction by implementing a coherent professional learning and coaching system focused on increasing rigor, student discourse, and engagement in all classrooms. Instructional time will be protected and structured to ensure consistent use of high-quality, standards-aligned tasks, including frequent evidence-based writing opportunities. Professional development funding and personnel will be aligned to build teacher capacity in delivering rigorous instruction and using data to inform practice. Additionally, PLC training will be utilized to strengthen PLC practices to regularly analyze student work and assessment data to drive instructional decisions. Ongoing monitoring through walkthrough data, student work analysis, and assessment results will ensure that all students have equitable access to high-quality instruction aligned to the school's improvement priorities. Partnership with leadership mentors will enforce monitoring of Tier 1 instructional system and coaching system.

CSI Evidence-based Practices

CSI improvement/turnround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under ESEA section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
<p>Deeper Thinking PL (Public Education & Business Coalition), led by teachers who attended the Public Education & Business Coalition (PEBC) conference, to strengthen Tier 1 instruction through increased rigor, productive struggle, authentic application, deeper thinking, and student discourse. The purpose is to ensure all classrooms deliver standards-aligned, high-quality, learner-centered instruction. This will occur initially through the PL session, with reinforcement in weekly PLCs, classroom observations, and coaching cycles using observational and student data to guide adjustments. All instructional staff are the audience, with the goal of sending another cohort to a Professional Learning hosted by Public Education & Business Coalition (PEBC) OR having PEBC train come to ZMS- supported by the ILT, ensuring a strategic, sustainable approach aligned to Standard 21.</p>	<p>Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.</p>
<p>PLC training through Solution Tree (\$2,500 per day) will be provided throughout the school year (6-8 times) to support Improvement Priority #1 by strengthening a consistent professional learning and coaching system. The purpose is to build teacher and ILT capacity to analyze observational trends, student work, and performance data to provide timely, actionable feedback and differentiated support that improves Tier 1 instruction. Implementation will</p>	<p>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement Dufour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service.</p>

Evidence-based Activity	Evidence Citation
<p>be reinforced through weekly PLCs and ongoing coaching cycles, with instructional coaches and administrators supporting application and monitoring. This ensures a strategic, sustained approach aligned to Standard 6, strengthening professional practice across all classrooms.</p>	
<p>Complete unit internalization- provide HQIRs for all core contents. Provide teachers stipends and PL hours to collaborate with the Instructional leadership team aligned to Improvement Priority #1. The purpose is to build capacity to use observational trends, student work, and performance data to design standards-aligned units and provide actionable feedback that strengthens Tier 1 instruction. This will occur during quarterly planning sessions with ongoing PLC support, ensuring a strategic approach aligned to Standard 6</p>	<p>Intellectual preparation guidance. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Intellectual_Preparation_Guidance.pdf</p>
<p>Purchase HQIR to be implemented in Science and Social Studies to ensure standards-aligned, high-quality instruction that promotes rigor, productive struggle, and student discourse in science and social studies. This will be supported through PLCs, classroom observations, and coaching cycles using observational and student data to refine instruction. All Science and Social Studies teachers are the audience, ensuring a strategic approach aligned to Standard 21.</p>	<p>Instructional coherence: Why it matters for student learning. https://tnntp.org/wp-content/uploads/Tools/instructional-coherence.pdf</p>
<p>Ongoing leadership coaching will be utilized to strengthen Improvement Priority #1 by developing effective systems for professional learning, coaching, and progress monitoring.</p>	<p>Instructional Coaching by Jim Knight Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service.</p>

Evidence-based Activity	Evidence Citation
<p>The purpose is to build the capacity of the ILT to use observational trends, student work, and performance data to provide timely, actionable feedback and differentiated support that improves Tier 1 instruction. This will occur through regular leadership coaching sessions (monthly) with ongoing application during PLCs and coaching cycles. The primary audience is the ILT and school leadership, ensuring a strategic and sustainable approach aligned to Standard 6: Professional staff members receive the support they need to strengthen their professional practice.</p>	

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

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.**

Operational Definitions

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

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

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

Required Goals

Achievement Gap

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(s):

By Spring 2027 English Learners students scoring proficient and distinguished in reading will improve from 20% to 24%.

Strategy:

A collaborative, data-driven, multi-tiered support system for English Learners that integrates EL district teacher and ELA teachers.

Activities:

- Bi-weekly co-planning and aligned instruction between EL and ELA teachers focused on academic vocabulary, discourse, and comprehension
- Ongoing professional learning and coaching to strengthen standards-based instruction and literacy across content areas
- EL students will also receive targeted instruction through district EL teacher meetings held twice weekly, focusing on language development and reading acceleration. Targeted small-group support for EL students during advisory to accelerate language development and reading

Progress Monitoring:

- Weekly PLC data analysis to plan, identify gaps, monitor progress, and adjust instruction using evidence-based strategies
- Classroom observations, coaching feedback cycles, and teacher reflection logs.

Funding:

N/A

State Assessment Results in Reading

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.

Three- to Five-Year Goal:

By Spring 2029, students scoring proficient and distinguished in reading will improve from 29% to 60%.

Objective(s):

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

Strategy:

- ELA Teachers Utilizing HQIR- Ensure ELA teachers implement High-Quality Instructional Resources (HQIR) with fidelity to deliver rigorous, standards-aligned instruction. This will lead to students being engaged in grade-level learning that strengthens reading skills, leading to improved performance toward the school's literacy target.
- Weekly Content PLCs- Teachers will participate in weekly ELA/Reading PLCs to collaboratively analyze student data, unpack standards, align learning targets and success criteria, and design standards-aligned lessons and formative assessments. If PLCs consistently focus on data-driven planning and instructional alignment, then Tier 1 instruction will become more coherent, targeted, and rigorous, resulting in improved student learning outcomes and progress toward the school's stated target.
- Academic Success Strategies- Utilize a structured Academic Success period to provide targeted intervention and enrichment based on student data. This will lead to skill gaps being addressed more efficiently, allowing students to better access Tier 1 instruction and improve performance toward the school's target.
- iReady Reading My Path- Students will consistently engage in personalized My Path lessons aligned to their diagnostic data, while teachers monitor progress and adjust instruction. This will lead to students' individual skill gaps being addressed, resulting in measurable growth and improved reading performance aligned to the school's target.

Activities:

- ELA teachers will consistently implement CommonLit as their primary instructional resource to deliver standards-aligned reading instruction that builds comprehension, vocabulary, and writing skills. Teachers will utilize weekly PLC time to ensure alignment, rigor, and consistency across classrooms, ensuring all students receive high-quality, grade-level literacy instruction.
- ELA teachers will meet weekly in PLCs to analyze student data, identify skill gaps, and collaboratively plan standards-aligned lessons, targeted interventions, and formative assessments. These meetings will occur once per week throughout the school year and are designed to ensure consistent, data-driven instructional practices across all math classrooms, resulting in more responsive instruction and improved student mastery of grade-level standards.

- Students will be intentionally grouped based on iReady diagnostic data to ensure targeted instruction aligned to their specific skill deficits; this placement process will occur after each iReady diagnostic window (three times per year) and be reviewed during ongoing weekly PLC and data team meetings. The PLC team, counselors, and administrators will use this data to assign and adjust student placement, ensuring that students receive consistent, focused support designed to close skill gaps and improve overall academic performance.
- During Thursday advisory each week, all students will complete 30 minutes of individualized iReady Reading My Path lessons aligned to identify reading skill gaps, while teachers actively monitor progress and provide targeted support as needed. Teachers and students will track lesson completion and pass rates using data folders, and this data will be reviewed regularly in PLCs and MTSS meetings to adjust instruction, regroup students, and ensure consistent progress toward closing skill gaps.

Progress Monitoring:

- Intentional classroom observation schedule
- Analysis of iReady diagnostic and My Path data
- Weekly PLC meetings

Funding:

Common Lit Printable Resources- SIF

State Assessment Results in 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.

Three- to Five-Year Goal:

By Spring 2029, students scoring proficient and distinguished in math will improve from 18% to 37%.

Objective(s):

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

Strategy:

- Math Teachers Utilizing HQIR- Math teachers will implement High-Quality Instructional Resources (HQIR) with fidelity to ensure rigorous, standards-aligned instruction that promotes conceptual understanding and problem-solving. This will lead to students engaging in grade-level mathematical thinking, leading to improved achievement and progress toward the school's math target.
- iReady Math My Path- Students will consistently engage in personalized My Path lessons aligned to their diagnostic data, while teachers monitor progress and adjust instruction. This will lead to students' individual skill gaps being addressed, resulting in measurable growth and improved math performance aligned to the school's target.
- Academic Success Strategies- Students will receive targeted, data-driven small group math instruction during Academic Success time based on iReady and classroom data. This will lead to students' foundational skill gaps being addressed more effectively, enabling students to access grade-level content and improve performance toward the school's math target.
- Academic Success Strategies- Students will receive targeted, data-driven small group math instruction during Academic Success time based on iReady and classroom data. This will lead to students' foundational skill gaps being addressed more effectively, enabling students to access grade-level content and improve performance toward the school's math target.
- Weekly Content PLCs- Weekly Content PLCs- Teachers will participate in weekly Math PLCs to collaboratively analyze student data, unpack standards, align learning targets and success criteria, and design standards-aligned lessons and formative assessments. If PLCs consistently focus on data-driven planning and instructional alignment, then Tier 1 instruction will become more coherent, targeted, and rigorous, resulting in improved student learning outcomes and progress toward the school's stated target.

Activities:

- All math teachers will implement the iReady curriculum as the primary instructional resource during daily math instruction to ensure consistent, standards-aligned Tier 1 teaching across classrooms. During weekly PLC meetings, teachers will engage in unit internalization by unpacking standards, aligning

learning targets and success criteria, and planning instructional strategies and formative assessments, ensuring coherent implementation and improved student understanding of mathematical concepts.

- During Tuesday advisory each week, all students will complete 30 minutes of individualized iReady Math My Path lessons aligned to identify math skill gaps, while teachers actively monitor progress and provide targeted support as needed. Teachers and students will track lesson completion and pass rates using data folders, and this data will be reviewed regularly in PLCs and MTSS meetings to adjust instruction, regroup students, and ensure consistent progress toward closing skill gaps.
- Students will be intentionally grouped based on iReady diagnostic data to ensure targeted instruction aligned to their specific skill deficits; this placement process will occur after each iReady diagnostic window (three times per year) and be reviewed during ongoing weekly PLC and data team meetings. The PLC team, counselors, and administrators will use this data to assign and adjust student placement, ensuring that students receive consistent, focused support designed to close skill gaps and improve overall academic performance.
- Math teachers will meet weekly in PLCs to analyze student data, identify skill gaps, and collaboratively plan standards-aligned lessons, targeted interventions, and formative assessments. These meetings will occur once per week throughout the school year and are designed to ensure consistent, data-driven instructional practices across all math classrooms, resulting in more responsive instruction and improved student mastery of grade-level standards.

Progress Monitoring:

- Intentional classroom observation schedule
- Analysis of iReady diagnostic and My Path data
- Weekly PLC meetings

Funding:

N/A

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Looking at 24-25 KSA data, Social Studies and Science scores are significantly lower than the state and district, our goal is to increase the number of students scoring proficient and distinguished in Social Studies.

Priority Indicator #1:

State Assessment Results in science, social studies and writing

Three- to Five-Year Goal:

By Spring 2029, students scoring proficient and distinguished in social studies will improve from 15% to 26% as measured by KSA

Objective(s):

By Spring 2026, students scoring proficient and distinguished in social studies will improve from 15% to 18% as measured by KSA.

Strategy:

- Investing in High-Quality Instructional Resources (HQIR) is a critical step in increasing social studies proficiency, as it ensures all students have consistent access to standards-aligned, rigorous, and inquiry-based materials. Purchasing HQIR should be guided by a thorough review process involving teacher leaders and instructional teams to ensure alignment to Kentucky Academic Standards (KAS).
- Intentional implementation of Document-Based Questions (DBQs) as a supplemental routine across grade levels.

Activities:

- Social Studies teachers will participate in Unit Internalization Protocol during professional learning sessions to deeply analyze and implement High-Quality Instructional Resources (HQIR). The purpose of this action is to ensure all units are standards-aligned, rigorous, and include clearly defined learning targets, success criteria, and aligned formative assessments that drive student discourse and authentic learning. This will occur during the summer PL session and weekly PLC meetings, teachers will refine instruction weekly based on student data. Instructional coaches and administrators will support implementation by facilitating the protocol, modeling expectations, and providing feedback grounded in observation trends and student work. All Social Studies teachers are the primary audience, with students as the ultimate beneficiaries through strengthened Tier 1 instruction. This plan leverages existing PLC structures to ensure a strategic, consistent, and sustainable approach to improving instructional quality.
- Social Studies teachers will analyze DBQ resources during their summer Unit Internalization PL and embed at least one Document-Based Question (DBQ) into each unit to strengthen students' analysis, evidence-based writing, and critical thinking. This action will occur during the summer Unit Internalization PL and as needed in PLCs, where teachers collaboratively analyze, implement, and refine DBQs using student work and formative data. Instructional coaches and administrators will support through modeling, feedback, and classroom observations. All Social Studies teachers (grades 6–8) are

the primary participants, ensuring a strategic and consistent approach to implementing rigorous, standards-aligned instruction across classrooms.

Progress Monitoring:

- PLCs -teachers analyze student work and formative assessment data on a weekly basis to identify trends, adjust instruction, and ensure alignment to learning targets and success criteria.
- Instructional coaches and administrators conduct ongoing classroom observations (weekly walkthroughs and feedback cycles) to gather evidence of HQIR implementation, student discourse, and Tier 1 instructional practices.

Funding:

Social Studies HQIR, SIF funding