



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08182025_09:35

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Southern Elementary School

Mark Hegyi

320 Fairgrounds Rd
Falmouth, Kentucky, 41040
United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

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

Please enter your name and date below to certify.

Mark Hegyi

9.15.2025



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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?

Southern Elementary School serves students in kindergarten through fifth grade and is one of two elementary schools in the district. The current enrollment for the 2025-26 school year is 494 students, with class sizes averaging 20–25 students per classroom.

The student population is made up of:

- 94.5% White, 3.0% Multiracial, 1.4% Hispanic, and 1.0% African American
- 23.7% of students receive special education services (117 students)
- 65.6% qualify for free or reduced-price lunch.
- 1% are identified as English Learners.
- 2% of students are classified as homeless or transient.

Of the students with disabilities, the largest groups include Speech/Language (52.1%), Autism (13.7%), and Specific Learning Disabilities (10.3%). Other categories represented include Developmental Delay, Other Health Impairment, and Emotional-Behavioral Disability.

Over the last three years, the school has experienced a steady increase in students qualifying for free and reduced lunch and a significant rise in students receiving special education services. In addition, the number of administrative behavior referrals has risen, reflecting increased needs for social-emotional and behavioral supports.

Each year, Southern Elementary faces difficult challenges such as supporting families impacted by poverty, addressing achievement gaps for students with disabilities, and meeting the social-emotional needs of our students. Despite these challenges, Southern Elementary continues to focus on its mission of always providing a safe, student-centered learning environment where all students are learning, challenged, and motivated through high expectations, goal setting, and collaboration among staff and our families.

School Stakeholders

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

Southern Elementary School recognizes that strong stakeholder engagement is extremely important to continuous improvement of our school. Our school's primary stakeholder groups include:

- **Students:** Southern Elementary serves 494 students in grades K–5. Their academic achievement, social-emotional growth, and overall school experience are central to the improvement planning process. Student voice is captured through classroom feedback, behavior and attendance data, and schoolwide surveys such as the KDE Quality of School Climate and Safety Survey.
- **Parents and Families:** Families are highly engaged and provide input through the School-Based Decision Making (SBDM) Council, parent-teacher conferences, surveys, and ongoing communication through Class Dojo and school events. Parents also serve as volunteers and partners in initiatives such as the Cardinal of the Month program and PBIS recognition events.
- **Certified and Classified Staff:** More than 30 teachers and support staff contribute directly to the development and review of the CSIP. Staff members are involved in Professional Learning Communities (PLCs), schoolwide committees (PBIS, Trauma-Informed Care, Grade Level Curriculum Teams), and formative observation feedback sessions. Our staff's input ensures that instructional, behavioral, and social-emotional supports are aligned with student needs.
- **School Leadership:** The principal leads the CSIP process, coordinating needs assessments, setting goals, and monitoring progress. The principal also works with district administration and participates in monthly principal PLCs to review data and align school-level goals with district priorities.
- **District and Community Partners:** Our school's stakeholders also include Pendleton County district leadership, the Family Resource and Youth Service Center (FRYSC), and community organizations that support student needs through mentoring, basic needs assistance, and enrichment opportunities.

Southern Elementary ensures stakeholder involvement in the improvement planning process through a collaborative and transparent process:

- Staff participate in Phase Two Needs Assessments and review data from KSA, STAR, CUA, and behavioral reports.
- The SBDM Council reviews and approves the CSIP, ensuring parent and teacher voice is included in decision-making.
- Families and staff complete surveys, such as the KDE Working Conditions Survey, Title 1 parent survey, and school climate surveys, which help guide our school's priorities.
- The principal shares updates on CSIP goals and progress during SBDM meetings, PLCs, and grade level meetings to ensure regular communication and monitoring.
- Community partners, including FRYSC, are invited to collaborate on initiatives related to attendance, behavior, and family engagement.

Following this process, ensure that Southern Elementary ensures that all stakeholders have an active role in identifying needs, setting goals, and supporting implementation of the CSIP to strengthen student achievement and school culture.

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.

Southern Elementary's mission is "to provide a safe, student-centered learning environment where all students are learning, challenged, and motivated through high expectations and goal setting, with all staff working collaboratively to meet the needs of all students." This statement was most recently reviewed and approved in 2024 by the School-Based Decision Making (SBDM) Council and school staff as part of our Building PLCs process.

Our school consistently works to achieve this mission through providing our students with high-quality instruction and instructional materials, systematic use of assessment data to plan future instruction based on the current individual needs of our students, and tiered interventions support student learning in reading, math & behavior. Our school consistently implements our Schoolwide Positive Behavioral Interventions and Supports (PBIS), trauma-informed care, and the MVPT behavioral framework to reinforce high expectations for behavior across all grade levels and classrooms. We recognize our students' success through our recognition programs such as Cardinal of the Month and monthly and quarterly Dojo Reward Celebrations.

Our stakeholders play an active role in keeping the mission meaningful. Parents, teachers, and staff provide input through SBDM meetings, PLCs, surveys, and school events. This collaboration ensures that our school's mission and vision continue to guide our daily practices and reflect the values of our school district and community.

Notable Achievements

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

Over the past three years, Southern Elementary has made significant progress in both academics and school culture.

Academic Growth Achievements

- In 2024, the school saw an increase in proficiency in science, social studies, and writing, with the combined index score improving by 2.5 points on the Kentucky Summative Assessment (KSA)

- Grade-level Professional Learning Communities (PLCs) have become more consistent and focused, resulting in stronger alignment of instruction to standards and more effective use of assessment data.
- Teachers have successfully implemented new reading and math instructional resources across all grades, supported by pacing guides and unit plans aligned to Kentucky standards.

Student Support and Behavior

- Southern Elementary has expanded its Response to Intervention (RTI) services for both academics and behavior, ensuring more targeted supports for struggling students.
- The school fully implemented Movement, Voice, Participation, and Time (MVPT) expectations in every classroom, creating consistency in behavior expectations across grade levels.
- The PBIS framework has been strengthened with initiatives such as the Cardinal Store and Cardinal of the Month, leading to an increase in positive behavior recognition on Class Dojo.

Climate and Culture

- The school has invested in trauma-informed care, providing professional development for staff and integrating strategies into daily classroom practices.
- Staff and families continue to engage in the school's mission through SBDM involvement, parent outreach, and strong community partnerships supported by the Family Resource and Youth Service Center (FRYSC).
- Attendance initiatives, including Kentucky High Attendance Day participation and quarterly recognition, have helped maintain daily attendance averages above 93%, even as statewide attendance has declined.

Technology and Instructional Innovation

- The school expanded the use of PEAR Assessment, STAR Phonics, and other digital tools, enhancing teachers' ability to monitor progress and adjust instruction.
- All grade levels now incorporate technology-driven practice programs such as Moby Max, Flocabulary, and Accelerated Reader, which are supported by Title I and SBDM funds.

These achievements are examples of how Southern Elementary's is commitment to continuous improvement and its ability to adapt programs, instructional practices, and supports to meet the individual needs of our students.

Areas of Improvement

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

Southern Elementary is focused on several priority areas for improvement over the next three years, based on state assessment results, school climate data, and stakeholder feedback.

Reading and Math Achievement

- Despite progress in implementing new instructional resources, the percentage of students scoring novice in reading increased by 11% from 2023 to 2024. Our school is committed to reducing novice performance in both reading and math by strengthening Tier 1 instruction, refining pacing guides, and continuing to use PLCs for targeted data analysis and instructional planning.

Achievement Gap

- Students with disabilities continue to perform below their peers, with a status score of 35.5 in reading and math on the 2024 KSA Southern Elementary is striving to close this gap through differentiated instruction, increased collaboration between general education and special education teachers, and expanded use of evidence-based intervention programs.

Behavior and Climate

- The number of administrative behavior referrals rose from 204 in 2022–23 to 288 in 2023–24. In addition, the KDE Quality of School Climate and Safety Survey showed a 3.6-point decline in overall school climate compared to the prior year. Over the next three years, the school will focus on strengthening PBIS, ensuring full implementation of MVPT expectations, and expanding trauma-informed care strategies to create a more positive and supportive environment for students and staff.

Writing and Content Areas

- While writing performance is relatively strong, the school will continue to integrate writing, science, and social studies instruction into daily lessons to ensure students are consistently exposed to all content standards. Continued alignment of assessments, unit plans, and pacing guides will be a focus to sustain growth in these subjects.

Attendance

- Although Southern Elementary has maintained an attendance rate above 93%, the school aims to increase attendance to 94.38% by 2027, recognizing the direct link between daily attendance and student success. Efforts will include family engagement strategies, attendance incentives, and closer monitoring of students with chronic absenteeism.

Additional Information

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

Southern Elementary School is proud to serve the Pendleton County community. In addition to academics, our school places a strong emphasis on developing the whole child through social-emotional supports, family engagement opportunities, and community partnerships.

Our school's Family Resource and Youth Service Center (FRYSC) plays an important role in connecting families with resources, providing food and clothing assistance, and organizing events that strengthen the connection between home and school. Our school also partners with local businesses and organizations to provide recognition and rewards for students, such as the Cardinal of the Month program, which celebrates positive character and achievement.

Implementation of Technology to enhance our daily instruction continues to be a priority, with investments in STAR, PEAR, Moby Max, and other digital learning tools ensuring that students have access to engaging and adaptive programs that build skills and track progress. Teachers receive ongoing professional development to strengthen their instructional practices, with an emphasis on collaboration through Professional Learning Communities (PLCs).

Southern Elementary remains committed to its mission of providing a safe, student-centered learning environment where all students are challenged, supported, and motivated to achieve their fullest potential. Our school values its strong relationship with parents and community members and invites continued collaboration as we work towards meeting long-term goals for student success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_08182025_09:38

2025-2026 Phase Two: School Assurances

Southern Elementary School
Mark Hegyi

320 Fairgrounds Rd
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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_08182025_09:38

2025-2026 Phase Two: The Needs Assessment for Schools

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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.

Southern Elementary School followed a collaborative process to complete the 2025–26 Needs Assessment. The purpose was to review multiple sources of data to identify academic & behavioral priorities to guide the development of this year's Comprehensive School Improvement Plan.

Stakeholders

- SES SBDM Council: Which includes the principal, three certified teacher representatives, and two parent representatives.

-
- Grade Level & Special Area PLCs: Kindergarten -5th Grade teachers, Special Education Teachers & Special Area Teachers.
 - School Leadership Team: Principal, School Counselor & School Staff Developer
 - PBIS Committee: School Counselor, Teacher Representatives from each grade level and special areas.

Timeline

- July 2025: SBDM Reviewed 2024-25 End of Year Behavior and Attendance Data
- September 2025: Receipt of 2024-25 KSA Individual Student Scores in the areas of: Reading, Math, Social Studies & Combined Writing Score. *Note: Individual Student Science Scores have not been received at this time.*
- September 2025: Grade - Level PLCs review of KSA Individual Scores.
- September & October 2025: Grade Level PLCs reviewed: Weekly Assessment, STAR & CUA data and student work samples in the areas of: Reading, Math & Social Studies. Each grade level identified specific student needs and to plan intervention and Tier 1 future instruction. Along with reviewing 2024-25 End of Year Behavioral & Attendance Data, 2025-26 Year to Date Behavioral Data & Attendance Data
- September 2025: Grade Level RTI Teams review RTI progress in Reading & Math for student receiving Teir II & Teir III intervention services to adjust TEIR support and instruction as needed.
- September 2025: 1st - 5th Grade Level PLCs reviewed State Required Reading Plans and adjusted instruction and interventions as needed based on the individual progress of each student currently on a State Required Reading Plan.
- September 2025: The PBIS Committee reviewed 2024-25 behavioral referral data, Class Dojo percentages, and Tier 2 and Tier 3 Behavior RTI progress to identify areas for additional support.
- September 2025: SBDM reviewed: Fall STAR Reading & Math Assessment Data, Year to Date Behavioral and Attendance Data.
- October 2025: Trauma Informed Committee reviewed 2025-26 Trauma Informed staff survey and Trauma Inform School Plan.

Data Sources Reviewed

- 2024-25 Individual Student KSA Scores
- 2024-25 Spring & 2025-26 Fall STAR Reading & Math Assessments
- Weekly & Common Unit Assessments in the areas of Reading & Math
- Review of Student Work Samples: Reading, Math, Writing & Social Studies
- Behavior & Attendance Data
- Trama Informed Staff Survey
- 2023-24 Impact Survey Results
- 2024-25 Trauma Informed Staff Survey

Documentation of Meetings

- K - 5th Grade & Special Ed. PLC minutes are recorded and uploaded electronically to the designated District's PLC TEAM folder.
- PBIS & Trauma Informed committee meeting minutes are recorded and submitted electronically to the principal and reviewed by the school's SBDM council.
- SBDM Council meeting minutes are recorded, officially approved by the council, submitted to the district office electronically and reviewed by the Pendleton County Board of Education.

This structured, multi-level review process we our school uses, ensures that all of our stakeholders are included in identifying our academic & behavioral priorities for the 2025-26 school year.

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?

Southern Elementary's 2024-25 CSIP focused on improving academic performance in reading and math, strengthening Tier 1 and Tier 2 instruction, and enhancing schoolwide behavior and attendance supports.

Academics

Southern Elementary continued its emphasis on aligning instruction to Kentucky Academic Standards through pacing guides and grade-level unit plans. Teachers utilized STAR, PEAR, and CUA data to track student progress and guide instruction. Weekly PLCs analyzed assessment data to identify trends, share instructional strategies, and plan interventions.

- Reading: Targeted reading interventions through RTI and the use of phonics and comprehension resources led to steady progress for some students, particularly in primary grades. However, 3rd - 5th grade reading scores remained below expectations on the 2025 KSA Individual Student Scores, reinforcing the need for continued focus on Tier 1 instruction and differentiation.
- Math: 4th & 5th grade maintained strong growth as show on the 2024-25 STAR Assessment scores. While some grade levels experienced declines, implementation of consistent math pacing guides and formative assessments has led to greater instructional alignment across classrooms.
- Special Education Collaboration: Regular collaboration between general and special education teachers, supported by biweekly Special Education PLCs, improved alignment between IEP goals and classroom instruction.

Behavior & School Culture

- The school implemented the Movement, Voice, Participation, and Time (MVPT) expectations in all classrooms, resulting in improved consistency in behavioral expectations. The PBIS Committee met monthly to review behavior referral data and Class Dojo reports. While overall referrals remained elevated, teachers reported greater consistency and clarity in managing student behavior.

Attendance

- Although the attendance goal of 94.38% was not yet met, progress was made in monitoring and communication. Teachers and school administration worked collaboratively to contact families of students with chronic absences and provide support. Attendance initiatives, such as class challenges and recognition programs, helped maintain an overall rate above 93%.

2025-26 Plan

Results from the 2024-25 CSIP informed this year's focus on three key improvement areas:

- Strengthening Tier 1 Instruction in Reading and Math through continued alignment of standards-based units and PLC data analysis (KCWP #1 and #4).
- Reducing the Achievement Gap for students with disabilities by expanding co-teaching supports and targeted interventions (KCWP #2 and #4).
- Improving School Climate and Behavior through ongoing PBIS refinement, consistent use of MVPT expectations, and expansion of trauma-informed care practices (KCWP #6).

Our 2024-25 CSIP provided a strong foundation of instructional alignment, data-driven decision-making, and behavioral consistency. The lessons learned will continue to shape the 2025-26 plan, ensuring deeper implementation and sustained focus on student learning, engagement, and support.

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.

Analysis of academic, cultural, behavioral, and attendance data from the past two academic years shows several areas that continue to require improvement at Southern Elementary.

- Reading achievement remains a significant concern. The percentage of students scoring novice in reading on the KSA increased by 11% from 2023 to 2024, and recent STAR Reading data continues to show that fewer than half of students are reading at or above grade level. Students with disabilities and those receiving Tier 2 and Tier 3 interventions continue to perform below state averages in reading proficiency.
- Math proficiency continues to lag behind state performance. On the 2024 KSA, 25% of all students scored novice in math compared to 19% statewide. While 5th-grade math proficiency improved, 3rd- and 4th-grade results declined, emphasizing the need for more consistent Tier 1 instruction and stronger use of formative assessments.
- Achievement gaps between students with disabilities and their peers remain wide. In 2024, 54% of special education students scored novice in math compared to 31% of special education students statewide. Similar gaps are evident in reading performance, indicating the continued need for differentiated instruction and intentional collaboration between special education and general education teachers.
- Behavior referrals have increased over the past two years, rising from 204 in 2022–23 to 288 in 2023–24, and have remained elevated throughout the 2024–25 school year. This trend highlights the need for strengthened PBIS implementation, consistent classroom management practices, and ongoing use of MVPT behavioral expectations schoolwide.
- School climate has shown a downward trend. Results from the 2023–24 Quality of School Climate and Safety Survey showed a 3.6-point decline from the previous year, and the 2024 Impact Kentucky Working Conditions Survey indicated that only 54% of staff had a positive perception of school climate compared to 71% statewide.
- Attendance remains an area for improvement. The school's attendance rate decreased from 93.88% in 2022–23 to 93.17% in 2023–24, remaining below the state average of 94.3%. Although improvements have been made in monitoring and communication with families, chronic absenteeism continues to impact student learning and engagement.

Our data trends in reading, math, behavior, climate, and attendance indicate the need for continued emphasis on strengthening Tier 1 instruction, closing achievement gaps, implementing consistent behavioral supports, and engaging families to improve student attendance.

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.

Southern Elementary's current academic data from the 2024–25 Individual KSA Scores and Fall 2025–26 STAR benchmark assessments support growth in upper-grade math, and ongoing needs in reading and overall proficiency among special education students.

Reading

- 2024-25 Individual student KSA scores show 27% of 3rd graders, 31% of 4th graders, and 22% of 5th graders scored proficient or distinguished in reading.
- Fall 2025 STAR Reading data indicate 3rd grade at 46% proficient/distinguished, 4th grade at 36%, 5th grade at 34%, and 2nd grade at 43% based on scaled score.
- Reading remains a key area for improvement, particularly in upper grades, where comprehension and vocabulary continue to lag behind decoding and phonics skills.

Math

- 2024-25 Individual student KSA scores show, 20% of 3rd graders, 26% of 4th graders, and 29% of 5th graders scored proficient or distinguished in math.
- Fall 2025 STAR Math results show improvement, with 3rd grade at 37% P/D, 4th grade at 38%, 5th grade at 31%, and 2nd grade at 37%, suggesting early gains from strengthened pacing and RTI practices
- While proficiency is still below the state average of 47%, the growth trend across multiple grades indicates that math interventions and targeted Tier 1 instruction are beginning to close gaps.

Writing & Social Studies

- Fifth-grade writing proficiency increased slightly to 26% P/D, supported by integrated writing instruction across content areas
- Social studies remains an area of growth with 18% of 5th graders proficient or distinguished on KSA

Achievement Gap

- Students with disabilities continue to perform significantly below peers, with 54% scoring novice in math and over 50% scoring novice in reading on KSA.
- Closing the achievement gap remains a major priority through co-teaching, targeted intervention, and small-group instruction aligned to IEP goals.

Instructional Supports:

- Southern Elementary offers full-day kindergarten and a district preschool program for eligible students.
- Southern Elementary offers RTI in Reading, Math & Behavior
- Southern Elementary offers & Extended School Services in Reading & Math
- Teachers utilize STAR 360, PEAR Assessment, Moby Max, and Achieve 3000 to track progress and support individualized learning.
- Grade Level PLCs meet weekly to review data, plan interventions, and adjust instruction to student needs.

Overall, Southern Elementary's academic profile shows modest improvement in math and writing, and ongoing challenges in reading proficiency and special education achievement. Continued focus on Tier 1 instruction, reading intervention, and data-informed teaching will drive improvement in 2025–26.

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.

Southern Elementary maintains a stable and dedicated staff, strong family involvement, and continues to focus on improving student attendance, behavior, and overall school climate.

The school retained 94% of certified staff and 100% of classified staff from 2024–25, with 82% of teachers having more than five years of experience. All staff participated in professional learning focused on Trauma-Informed Care, De-escalation Strategies, and Standards-Aligned Instruction. PLCs continue to serve as the main structure for job-embedded professional learning.

Student attendance remains below the district goal, with a 93.17% average daily attendance rate and 15% of students identified as chronically absent. The FRYSC and teachers collaborate to improve attendance through family communication and incentive programs.

Behavior referrals rose from 204 in 2022–23 to 288 in 2023–24, remaining elevated into the 2025–26 school year. PBIS systems and MVPT expectations are being implemented with greater consistency.

The school counselor and district mental health specialists provide ongoing support, with approximately 32% of students participating in counseling and 9% receiving community-based services. Family engagement remains high, with 61% of families participating in school events.

Southern Elementary continues to emphasize collaboration, communication, and consistent expectations to strengthen school culture and support student well-being.

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.
 - Southern Elementary has maintained a 94% certified staff retention rate and 100% classified staff retention rate, ensuring continuity and consistency in instruction.
 - Eighty-two percent (82%) of certified staff have more than five years of teaching experience, and 76% have served at Southern Elementary for three or more years.

- One hundred percent (100%) of teachers participate in high-quality, job-embedded professional learning through PLCs focused on standards alignment, data analysis, and instructional planning.
- Science proficiency increased to 56% on the 2024 KSA, exceeding the state average and reflecting strong alignment with Kentucky Academic Standards.
- Writing proficiency rose to 26% on the 2024 KSA, supported by cross-curricular writing integration in all grade levels.
- Fifth-grade math proficiency improved from 23% to 29% over the past year, demonstrating positive effects of consistent pacing guides and RTI implementation.
- Family engagement remains strong, with approximately 61% of families participating in at least one school-sponsored event during the 2024–25 school year.
- The school has active partnerships with community organizations and local businesses, including the Family Resource and Youth Service Center (FRYSC), which provides family support and coordinates attendance incentives.
- The school counselor and district mental health providers offer social-emotional support, with 32% of students receiving small-group or individual counseling and 9% receiving community-based services.
- Professional collaboration is a schoolwide strength, with all teachers engaged in regular PLCs and cross-grade data meetings to support continuous instructional improvement.

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.

Southern Elementary will continue to use its internal strengths and community partnerships to address the school's identified areas for improvement in reading, math, behavior, and attendance.

- The school will leverage its highly experienced staff, with 82% of certified teachers having more than five years of experience, to mentor new teachers,

lead PLCs, and model effective Tier 1 instructional practices aligned to Kentucky Academic Standards.

- Teachers will use the knowledge gained through high-quality professional learning, including training on Trauma-Informed Care, Kagan Structures, and Standards-Aligned Instruction, to strengthen classroom engagement and improve reading comprehension across grade levels.
- The Family Resource and Youth Service Center will continue to serve as a key partner in addressing barriers to attendance and family engagement by coordinating food, clothing, and counseling supports, and by hosting family engagement nights that connect parents to learning strategies at home.
- Southern Elementary will coordinate efforts with district mental health specialists and community-based providers to meet the behavioral and emotional needs of students. These partnerships ensure timely support for students receiving Tier 2 and Tier 3 behavioral or mental health interventions.
- The school will maintain active partnerships with local businesses and community organizations, which sponsor attendance incentives, PBIS Cardinal Store rewards, and student recognition programs.
- Collaboration with the district instructional team will continue to guide the use of STAR, PEAR, and CUA data to monitor progress and refine Tier 1 and Tier 2 instruction in both reading and math.

By maximizing these strengths and community resources, Southern Elementary will continue to build on its existing foundation of collaboration and support to improve student learning outcomes, close achievement gaps, and strengthen school culture.

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

Southern Elementary teachers have completed a lot of work in this area in the past and will continue to do so throughout the school year.

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

Southern Elementary needs to continue focus in this area to provide and deliver differentiated instruction based on grade level standards to address our achievement gap with our identified students.

8c. KCWP 3: Design and Deliver Assessment Literacy

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

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

☒ **No**

☐ Yes

COMMENTS

N/A

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

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

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

☐ No

☒ **Yes**

COMMENTS

Southern Elementary will continue to focus on this area by increasing our Grade Level PLCs from bi-weekly to weekly to review, analyze our students' assessment data and work samples to assess our students progress and to plan future TIER 1 instruction and TIER II & III intervention instruction.

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)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_08182025_09:39

2025-2026 Phase Three: Comprehensive School Improvement Plan

Southern Elementary School

Mark Hegyi

320 Fairgrounds Rd
Falmouth, Kentucky, 41040
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name



Southern Elementary 2025-26 Comprehensive School Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Southern Elementary 2025-26 Comprehensive School Improvement Plan	Southern Elementary 2025-26 Comprehensive School Improvement Plan	• 1

Southern Elementary

Pendleton County Schools

2025-26

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 2026, Southern Elementary will increase the reading and math status score of students with disabilities on the state from 39.3 to 43.17 on the Kentucky Summative Assessment.*

Strategy:

KCWP #1: Design and Deploy Standards

- *Provide rigorous, differentiated Tier 1 instruction aligned to Kentucky Academic Standards to ensure students with disabilities have access to grade-level content with appropriate supports and scaffolding.*
- *Consistently implement evidence-based instructional strategies during both Tier 1 and special education resource instruction, focusing on explicit modeling, guided practice, and checks for understanding.*
- *Strengthen collaboration between regular education and special education teachers through co-planning, co-teaching, and regular data discussions in weekly Grade-Level PLCs to ensure instruction addresses both grade-level standards and IEP goals.*
- *Use ongoing formative and benchmark assessment data (STAR, PEAR, CUA, and classroom assessments) to identify student needs and guide targeted interventions that close skill gaps.*
- *Provide professional learning for teachers focused on scaffolding strategies, specially designed instruction, and progress monitoring to improve instructional quality for students with disabilities.*
- *Ensure all unit and lesson plans reflect clear alignment to grade-level standards, documented accommodations, and evidence of differentiated strategies to meet individual learning needs.*

KCWP #4 Review, Analyze and Apply Data

- *Continue to strengthen the use of PEAR, STAR, and CUA assessment data to monitor student progress and identify areas where students with disabilities are not meeting grade-level expectations.*
- *Conduct weekly data-driven PLC meetings where general and special education teachers collaborate to analyze subgroup performance, identify instructional gaps, and plan differentiated supports.*
- *Ensure quarterly schoolwide data reviews are conducted by the principal and leadership team to evaluate progress toward proficiency goals for students with disabilities.*
- *Continue to use data analysis results to refine Tier 1 instruction and resource interventions, ensuring that instructional adjustments directly address areas of low performance.*

- Continue to utilize NKCES to provide ongoing training and coaching for teachers on data interpretation, progress monitoring tools, and using data to plan specially designed instruction.
- Continue to review student growth data after each benchmark assessment to determine the effectiveness of interventions and adjust supports for students performing below proficiency.
- Continue to maintain documentation of data discussions and instructional responses in PLC minutes, data analysis forms, and principal monitoring notes as evidence of continuous improvement.

Activities:

KCWP #1: Design and Deploy Standards

- Students with disabilities will receive supplemental reading and math instruction using evidence-based programs and specially designed instruction aligned to individual IEP goals.
- General education and special education teachers will co-plan and co-teach lessons to ensure all students have access to grade-level standards with appropriate accommodations and modifications.
- Special education teachers will provide small-group or individualized instruction that targets foundational reading and math skills based on formative assessment data.
- Grade-level PLCs and Special Education PLCs will meet weekly to analyze progress-monitoring data and adjust instruction and intervention supports for students with disabilities.
- Special Education Teachers will document differentiation and accommodations in lesson plans and unit plans to ensure instructional practices align with both IEP requirements and grade-level standards.
- The principal and special education lead teacher will monitor unit plans, classroom walkthrough data, and IEP implementation to ensure consistency and alignment to Kentucky Academic Standards.

KCWP #4 Review, Analyze and Apply Data

- Regular and Special Education Teachers will analyze assessment data from STAR, PEAR, CUAs, and classroom assessments during weekly PLC meetings to identify areas of strength and need for students with disabilities.
- Regular and Special Education teachers will collaborate during PLCs and Special Education PLCs to review identified students' assessment data to determine instructional changes, accommodations, or interventions needed for students not meeting proficiency.
- Regular Education Teachers will complete and submit classroom data analysis forms after each CUA and STAR assessment cycle, documenting progress toward grade-level standards.
- The principal and special education teachers will review identified students' data bi-weekly to evaluate the effectiveness of Tier 1 and resource instruction, ensuring interventions are adjusted to address areas of low performance.
- Schoolwide data reviews will be held quarterly by the leadership team to analyze student growth trends, identify instructional priorities, and guide decisions for professional development and resource allocation.
- The principal will complete the school-level data analysis document after each STAR assessment and discuss results during monthly principal PLC meetings with district administrators.
- Teachers will use data trends to design reteaching plans and small-group interventions, and document these instructional responses in PLC minutes as evidence of data-driven decision making.
- Progress monitoring results for students with disabilities will be reviewed through STAR and PEAR data to ensure steady growth toward the school's proficiency goal.

Progress Monitoring:

KCWP #1: Design and Deploy Standards

- *Conduct weekly Grade-level and special education PLC to ensure teachers regularly review assessment data for students with disabilities from STAR, PEAR, CUA, and formative classroom assessments to monitor growth toward proficiency in reading and math.*
- *The principal, regular education, and special education teachers will discuss identified students' performance during grade-level and special education PLCs to evaluate the effectiveness of instruction and identify next steps for differentiation and intervention.*
- *Regular Education and Special Education Teachers will collaborate weekly to adjust Tier 1 and resource instruction and ensure instructional strategies are aligned with Kentucky Academic Standards and student IEP goals.*
- *The principal and special education lead teacher will review student progress regularly, analyze identified students' data trends, and ensure collaboration and resource intervention plans are adjusted as needed.*

KCWP #4 Review, Analyze and Apply Data

- *Grade-level and special education PLC will be conducted regularly to consistently analyzing data from STAR, PEAR, CUAs, and formative classroom assessments to monitor progress for students with disabilities.*
- *The principal and special education teachers will regularly review identified students' assessment data to evaluate student growth, determine the effectiveness of current interventions, and modify supports for students not meeting proficiency.*
- *The school leadership team will conduct quarterly reviews of schoolwide data to monitor identified students' trends, identify areas of improvement, and plan professional learning focused on data interpretation and instructional response.*
- *The principal will complete a school-level data analysis document after each STAR and CUA, and findings will be discussed during monthly principal PLC meetings with district administrators.*

Funding:

KCWP #1: Design and Deploy Standards

Title I Funds for:

- *Moby Max: \$2,289.50*
- *ESGI: \$984.00*
- *STAR Assessment: \$8,721.87*
- *Pear Assessment: \$2,098.95*
- *Accelerated Reader: \$3721.40*
- *Achieve 3000: \$7,311.44*
- *UFLY Phonics: \$3,385.00*
- *Student Devices: \$10,000.00*

SBDM Funds for:

- *Flocabulary Plus: \$3,400.00*
- *XtraMath: \$920.00*
- *Follett: \$1,096.00*

- *Media Software: \$857.55*
- *On-line Network: \$1086.58*
- *Copier Rental: \$8182.15*

IDEA Funds for:

- *Voyager Reading*
- *Voyager Math*
- *Touch Math*

KCWP #4: Review, Analyze and Apply Data

Title I Funds for:

- *Moby Max: \$2,289.50*
- *ESGI: \$984.00*
- *STAR Assessment: \$8,721.87*
- *Pear Assessment: \$2,098.95*
- *Accelerated Reader: \$3721.40*
- *Achieve 3000: \$7,311.44*
- *UFLY Phonics: \$3,385.00*
- *Student Devices: \$10,000.00*

SBDM Funds for:

- *Flocabulary Plus: \$3,400.00*
- *XtraMath: \$920.00*
- *Follett: \$1,096.00*
- *Media Software: \$857.55*

IDEA Funds for:

- *Voyager Reading*
- *Voyager Math*
- *Touch Math*

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.

Three- to Five-Year Goal:

- *By 2027, Southern Elementary will increase the Reading Index score for all students from 51.6 (2024 KSA) to 79.4, and the Math Index score from 50.5 (2024 KSA) to 76.1, as measured by the Kentucky School Report Card performance scores.*

Objective(s):

- *By 2026 Southern Elementary's index score will increase Reading: 51.6 to 60.17 on the Kentucky Summative Assessment*
- *By 2026 Southern Elementary's index score will increase Math: 50.5 to 57.57 on the Kentucky Summative Assessment*

Strategy:

KCWP #1: Design and Deploy Standards

- *Differentiate instruction to meet the diverse needs of our students by adapting teaching methods, providing additional instructional resources or offering extra support to struggling students through RTI service.*
- *Ensure instruction is differentiated, rigorous and of high-quality Tier 1 instruction*
- *Maintain evidence-based instructional strategies and incorporate data-driven adjustments based on 2024-25 student assessment data.*

KCWP #4 Review, Analyze and Apply Data

- *Regularly analyze students' student assessment and classroom performance data to identify trends and determine adjustments to Tier 1 instruction.*

Activities:

KCWP #1: Design and Deploy Standards

- *Complete "Breaking Down Standards" work for all focus standards in reading and math.*
- *Revise reading and math units from the 2024-25 school year to ensure each unit addresses the specific learning objectives outline, ensure congruency is present between standards, learning targets and assessments.*
- *Review and adjust the State Standards check list to ensure instruction is provided on all state standards.*
- *Adjust curriculum pacing guide bases on 2024-25 students' assessment data to ensure instruction is provided on all grade level state standards within the allotted amount of instructional time for the 2025-26 school year.*
- *Monitor instructional pacing weekly during grade-level PLCs and adjust as needed to ensure instruction is on pace to provide instructional on all grade level standards.*
- *Continue building on the data analysis process from the 2024-25 school year by establishing effective PLCs in all grade levels to provide teachers the opportunity to collaborate and analysis students' performance, review student work to determine student learning and create appropriate differentiated instructional strategies to address individual student needs.*

KCWP #4: Review, Analyze and Apply Data

- Continue to utilize the existing data analysis protocol to ensure consistency in reviewing student performance across all grade levels.
- Continue to utilize PEAR Assessment platform weekly during grade-level PLCs to monitor student progress, identify standard mastery, and guide reteaching and intervention decisions.
- Increase Grade-Level PLCs to be conducted weekly to provide teachers scheduled time to review student assessment data (STAR, CUA, PEAR, and classroom assessments) to determine student growth and mastery of focus standards.
- Continue to require District CUA analysis forms to document data discussions and identify trends in student performance.
- Continue to analysis student assessment data to plan Tier 1 core instruction and design Tier 2 and Tier 3 interventions for students who need additional support.
- Digital Learning Coach will continue to provide technology integration training to support teachers in using digital tools for data analysis, instructional planning and to enhance daily instruction to meet the individual needs of the student.
- Grade-level teams will continue to maintain data tracking sheets to monitor progress for all students to identify students performing below proficiency or within identified gap groups.
- The school principal and staff developer will review assessment data weekly to evaluate the effectiveness of interventions and adjust instructional supports as needed.

Progress Monitoring:

KCWP #1: Design and Deploy Standards

- The principal will lead and participate in weekly grade-level PLCs, ensuring completion of the district PLC form and submission of accurate meeting minutes that document analysis of assessment data and instructional planning.
- Teachers will actively participate in weekly PLCs to analyze student data from STAR, CUA, and formative assessments to determine progress toward mastery and plan next instructional steps and interventions.
- Instructional Pacing Guides will be reviewed weekly during grade-level PLCs to confirm appropriate instructional pacing and ensure full coverage of grade-level reading and math standards.
- The principal will regularly review unit and lesson plans to ensure instruction is aligned with grade-level standards and that pacing is consistent across grade levels.
- The school leadership team will conduct weekly data reviews to track proficiency growth, identify trends, and adjust Tier 1 and Tier 2 instruction accordingly and identify instructional gaps.
- The principal will conduct frequent walk-through observations to ensure alignment between instruction, learning targets, and Kentucky State Standards across all grade levels and all classrooms.
- The principal will continue to meet monthly with district administrators during principal PLCs to review walkthrough data, curriculum alignment, and school-level assessment results to evaluate implementation and progress toward the CSIP goals.

KCWP #4: Review, Analyze and Apply Data

- *Grade-level PLC minutes will show that teachers consistently use PEAR and STAR student assessment reports to complete classroom data analysis forms and identify trends in student performance.*
- *PLC minutes will indicate that teachers are using this data to guide instructional adjustments, set priorities for reteaching, and design targeted interventions for students not yet meeting proficiency.*
- *Concluding each CUA and STAR assessment cycle, teachers will complete and submit classroom data analysis documents. The principal will review these forms with teachers during grade-level PLCs to determine next instructional steps, address students performing below proficiency, and determine instructional gaps.*
- *The principal will complete a school-level data analysis document after each CUA and STAR assessment to summarize grade-level performance, highlight strengths, and identify areas for growth to be reviewed during monthly principal PLC meetings with district administrators to discuss progress toward proficiency, intervention effectiveness, and next steps for improvement.*
- *Grade-level PLCs and leadership team meetings will continue to serve as the primary structures for data review, ensuring that instructional decisions are based on current assessment results.*
- *Progress toward school goals will be monitored through completed PLC forms, walkthrough observations, and analysis of assessment data trends throughout the school year.*

Funding:

KCWP #1: Design and Deploy Standards

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- *Pear Assessment: \$2,098.95*
- *Accelerated Reader: \$3721.40*
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- *Student Devices: \$10,000.00*

SBDM Funds for:

- *Flocabulary Plus: \$3,400.00*
- *XtraMath: \$920.00*
- *Follett: \$1,096.00*
- *Media Software: \$857.55*
- *On-line Network: \$1086.58*
- *Copier Rental: \$8182.15*

ESS Funds for:

- *ESS Intervention: \$14,500.00*

KCWP #4: Review, Analyze and Apply Data

Title I Funds for:

- Moby Max: \$2,289.50
- ESGI: \$984.00
- STAR Assessment: \$8,721.87
- Pear Assessment: \$2,098.95
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- Achieve 3000: \$7,311.44
- UFLY Phonics: \$3,385.00
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- XtraMath: \$920.00
- Follett: \$1,096.00
- Media Software: \$857.55
- On-line Network: \$1086.58
- Copier Rental: \$8182.15

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	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.