



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08182025_09:26

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Northern Elementary School
Wesley Murray
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

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

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

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

Please enter your name and date below to certify.

Wesley Murray

8/20/2025



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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?

Northern Elementary is a Pre-School through Fifth grade school located in a small rural community in Northern Kentucky near the town of Butler. We are a Title 1 School and have an enrollment of 520 students while being a CEP School. Academic excellence is expected and recognized at Northern Elementary through various academic opportunities such as Academic Honor Roll, Most Improved Student, President's Award for Educational Excellence, Student of the Year, and Student of the Month. We utilize PBIS (Positive Behavioral Interventions and Support), an evidence-based, data driven proactive approach for behavioral management to reduce disciplinary incidents, increase safety and support our academic endeavors. Our Trauma Informed Care Team has partnered with our district leadership to develop a school wide Trauma informed plan to support and address student's social and emotional health. Besides a rigorous core curriculum based on the Kentucky Academic Standards, Northern Elementary has many extra-curricular organizations and activities where students may become involved. Such activities include STLP (Student Technology Leadership Program), Academic Team, Choir, Art, Drama, Book Club, and Student Advisory Council. The school cooperates with Pendleton County Recreation Department to ensure that students have access to the various sports activities the department offers. We also collaborate with community organizations, such as, 4-H, Boys and Girls Scouts and the Good News Club.

School Stakeholders

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

Northern Elementary welcomes parent and stakeholder input in the educational process. Northern Elementary conducts monthly SBDM Council meetings where the public is welcome and encourages guardians to attend parent/teacher conferences through-out the school year. Northern Elementary hosts an open house at the beginning of the year and various Family Literacy and Math nights to discuss the educational process and strategies with parents.

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.

Revised 9/2024

Mission:

Northern Elementary School's mission is to provide a rigorous education in a safe and conducive environment that fosters a path toward success in life for all students.

Vision:

Every Student, Every Day.

What is our school's purpose?

To ensure that all students are at their individual highest level of foundational academic success.

What exactly do we hope to accomplish?

Prepare all students for academic and personal pursuits with a growth mindset becoming life-long learners with aptitudes of being innovative and creative, flexible and adaptive, critical thinkers, and effective communicator's and collaborators.

Collective Commitments – Our values and how we must behave to create the school that will achieve our purpose.

Focus upon complete use of instructional time.

Teach Rigorous and aligned lessons from agreed upon curriculums seeking required standards mastery using high quality instructional resources and best practices.

Collaborate with the desire to push all students to achieve at each individuals highest level.

Use data to lead conversations and decision making to improve upon instruction, planning and assessment.

Continuous awareness and focused improvements of building and student safety.

Notable Achievements

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

NES has shown consistency longitudinally on KSA and (internally) our STAR Diagnostic in both Reading and Math. When viewed over time both data sets show a positive trend and the building has put into place many safeguards to ensure this growth continues from implementation of the latest KDE approved HQIM's building wide in ELA, Math and Writing, Administrative Training on improving PLC's, establishing focused PD around Standards and ensuring one to one in grades 2-5.

Areas of Improvement

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

NES will be striving to reduce Novice Students and increase Proficient/Distinguished students upon all indicators (both external and internal) seeking to ensure that all students, inclusive of all sub groups, are maximizing their individual potentials preparing them for their next steps academically while fostering positive behaviors and actions as aligned with our vision statement seeking to ensure "Every Student, Every Day" are pushed to their full potential.

Additional Information

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

NES seeks to be a community school working closely with its constituents striving to have after school programing all days to immerse students in enriching activities where students grow a love of learning and a respect for each other and their school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_08182025_09:29

2025-2026 Phase Two: School Assurances

Northern Elementary School
Wesley Murray
925 Hwy 177 E
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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_09:30

2025-2026 Phase Two: The Needs Assessment for Schools

Northern Elementary School
Wesley Murray
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

District and Building Leadership meet monthly to review each school's data from STAR, CERT, Walk-Throughs and CUAs with an elementary focus upon STAR and CUA Assessment results from the recently implemented HQIR basal. The Administrative Team will discuss academic trends, instructional strategies, research based materials and program effectiveness and assessment data as well as KSA scores as we receive those results and determine program effectiveness pivoting as/if data suggests. Building Principals share their school-wide instructional plans with District Leadership utilizing the School Data Dashboard document specific for each school based on the template from KDE's website to provide quarterly reports to the district leadership team, each school's SBDM Council and the local school board

four times a year while also giving a formal presentation on assessment results and next steps during a board meeting in January or February. PLC meetings among teachers and school administrators are held frequently to discuss any adjustments to curriculum or reteaching of standards that needs to take place based off of test data within PEAR as well as the district approved standards checklist with mastery insights. As required School and District administrators collaborate to oversee any curriculum work that takes place.

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?

Northern Elementary School has put into place an Improvement Plan focused on several indicators (both academic and cultural) that puts forth a steady increase annually with an ultimate goal of pushing KDE Labels into the "High" Range as a Building. With updated data still in process below is our previous plan that will need adjustments in targets but practices and refinement of strategies with full implementation will remain (if data suggests) in place for the 2025-2026 Academic Year.

Northern Elementary was concentrating on five improvement goals

First, is to increase our Reading and Math Performance Indexes to 79.4 and 79.0 respectively by 2027 with interim objective goals of indexes and novice reduction; these interim objectives were not met and our longitudinal goal has not been achieved yet. However, strategies, activities, measures of success, and how to monitor were appropriate and will be highly effective with continued focus on improvement of these areas in practice and in oversight. This goal will continue to be put into place with updates to continue to be on track to achieve our District Five Year Goal.

Second, is to increase the school's combined Science, Social Studies and Writing Performance Index to 78.4 by 2027 with interim objectives of 62.0, 72.8, and 87.1 respectively with a focus on NAPD Band Improvement in particular in Science; these interim objectives were not met and our longitudinal goal has not been achieved yet. However, again, strategies, activities, measures of success, and how to monitor were appropriate and will be highly effective with continued focus on improvement of these areas in practice and in oversight. This goal will continue to be put into place with updates to continue to be on track to achieve our District Five Year Goal.

Third, is to increase our Reading and Math Performance Indexes of our Gap Group to 46.5 and 48.1 respectively; these objectives were not met. Strategies, activities, measures of success, and how to monitor were appropriate and will be highly effective with continued focus on improvement of these areas in practice and in oversight. This goal will continue to be put into place with updates to continue.

Fourth, is to continue to make progress is our EL Program as measured by ACCESS with an interim goal of .25 increase in overall composite score(s); this interim objective was met and our longitudinal goal is on track to be achieved. The strategy, activity, measures of success, and how to monitor are appropriate and will continue to be highly effective. This goal will continue to be put into place with updates to continue to be on track to achieve our District Five Year Goal.

Lastly, is to increase our Quality of School Climate and Safety Index to 88 by 2027 with an interim objective goal of 87; this interim objective was not met and our longitudinal goal has not been achieved yet. However, our strategy, activities, measures of success, and how to monitor were appropriate and will be highly effective with continued focus on improvement of these areas in practice and in oversight. This goal will continue to be put into place with updates to continue to be on track to achieve our District Five Year Goal.

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.

NES has a strong data trajectory recently in reading and math on STAR with a Fall Score of 68.2 in reading and 68 in math with a combined indicator score of 68.1 in the 2024-2025 Academic Year increasing to a 70.7 in reading and 70.3 in math during the fall administration with a combined indicator score of 70.5 using the NAPD Calculator raising the score into the high band index if it were the KSA Assessment. This overall level of success speaks well culturally and academically for what NES aspires to continue to be.

Behavior data at NES shows no areas of concern as well as attendance, overall, being strong. Behavioral data shows a reduction of referrals of 26.2% between the 2023-2024 and 2024-2025 year but this should be viewed cautionary as the volume went from 84 to 62 referrals and 62 referrals with a student body of, nearly, 500 students being an extremely low number. In regards to attendance, even though the attendance rate of 94.17 in 2023-2024 increased to 94.6% in 2024-2025 and is a strong rate, attendance will be an area of emphasis to ensure that "habitual truancy" (15.18% for the 2024-2025 Academic Year) is not a factor in achievement.

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.

NES demonstrates a need to reduce diagnostic performance in Novice Rates and this continues into our current year data from STAR in which 3rd, 4th and, 5th Grade Novice Rates in reading were 33%, 22% and 26% or 27% overall and in 1st and 2nd are 13% and 35% or 24% overall respectively and in math are 36%, 20% and 25% in 3rd-5th grades or 27% overall as well and 33% and 38% in 1st and 2nd grades or 36% combined.

However, NES demonstrates a strong diagnostic performance in Proficient/ Distinguished Rates and this continues into our current year data from STAR in which 3rd, 4th and, 5th Grade P/D Rates in reading were 53%, 62% and 51% or 55% overall and in 1st and 2nd are 53% and 38% or 46% overall respectively and in math are 50%, 59% and 51% in 3rd-5th grades or 53% overall as well and 32% and 44% in 1st and 2nd grades or 38% combined.

Currently for the first quarter of the 2025-2026 school year our attendance rate is a 95.58, up slightly from 95.34 last year exactly meeting our Attendance Goal.

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.

The 2025-2026 Academic Year has seen a strong start involving our community into the school environment with, nearly, 100% of students represented at the NES Back to School Events, 158 Students represented at our first Parent Teacher Conferences and over 100 students at our Family Literacy Night bringing over 300 individuals to that event.

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.

NES initial diagnostic scores show an apples to apples loss of overall NAPD Calculation across Intermediate Grades in both Math and Reading as compared to year end (Spring 2025) results with a 1.2% loss in math and an 8.4% loss in reading showing minimal learning loss over the Summer and comparing differing groups Fall to Fall our intermediate grades show an increase of 3.3% in Math and a 3.7% increase in Reading supporting a strong overall program that shows students are starting stronger year to year and that learning is entrenched with little loss.

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.

NES will leverage the desire that students express to be at school and the comfort and safety that they feel while at school to continue to implement our recently adopted HQIM Basal Series with fidelity while making updates to our Pacing Guides

and Standards Mastery Checklists to ensure student success. We will continue to use our STAR and KSA Data to identify RTI Groupings and put into place programs and staff to support these students as well as identify and support those students that are "cusp" students bordering NAPD Bands.

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

School Leadership meets with teachers in PLC meetings to review STAR, KSA, CUA, Brigance, and other formative and summative assessment data to discuss and create an instructional plan for next steps in improving student performance and these meetings are documented by agendas and meeting minutes.

NES has worked with District Leadership to implement a three day Plan that was focused upon how to deconstruct standards and work began on ensuring that these deconstructed standards were taught with appropriate depth and rigor using our HQIM and supporting materials. This work continues with the help of our buildings Staff Developer with targeted co planning and classroom supports as needed.

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

NES will ensure that students with disabilities needs are being met by providing Exceptional Children Teachers targeted PD and ensuring that PLC's at the District Level are protected time for appropriate staff. Teachers will use appropriate evidence based materials, strategies and programs to support students in their educations.

NES has recently completed an internal audit from our Special Education Director with a desire to strengthen our overall program with oversight to ensure proper design is in place.

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

School administrators review state assessment data with teachers and staff then the district shares results with the local board of education and parents as it becomes available. This data is used to help set goals for school and district improvement plans. During PLC meetings, teachers and school administrators review local assessment data, both formative and summative, to determine instructional trends. Students experiencing the most difficulty will be identified and discussed during RTI meetings. Students will be placed in intervention as appropriate based on this data and parents will be notified. Students performing at

the 10th percentile or lower will receive an Individual Reading plan. We also have a student watch list and review those students and their progress during each RTI meeting. School leaders complete a quarterly report that includes a variety of academic and non-academic data along with plans and next steps. These reports are shared with school's SBDM council and the local board of education

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_09:32

2025-2026 Phase Three: Comprehensive School Improvement Plan

Northern Elementary School
Wesley Murray
925 Hwy 177 E
Butler, Kentucky, 41006
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



NES CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NES CSIP		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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, Northern Elementary will increase the "reading and math status score" of students with disabilities subgroup on the state assessment from 33.6 to 36.9 Combined.

Strategy:

The school will continue to strengthen student achievement through data-driven instruction, collaboration, and consistent implementation of evidence-based practices. Teachers and administrators will regularly analyze assessment data, including STAR and classroom assessments, to identify learning gaps, adjust instruction, and monitor progress toward grade-level standards.

Collaboration will remain a central focus through Professional Learning Community (PLC) and Response to Intervention (RTI) meetings, where staff will review data, share effective instructional practices, and plan targeted supports for students in need.

Instructional quality will be monitored through ongoing classroom observations and walk-throughs, providing feedback that supports professional growth and ensures alignment with school and district goals. Evidence-based programs such as Wonders Reading, Reveal Math, and Fast ForWord will continue to be implemented with fidelity to promote consistency and effectiveness across all classrooms.

Student progress will be measured using the STAR Assessment, administered three times per year, and the KSA Academic Calculator will be used to monitor and predict performance trends. Finally, teachers will engage in ongoing professional learning focused on data analysis, differentiated instruction, and program implementation to support continuous improvement in teaching and learning.

Activities:

The school will continue to review and implement evidence-based instructional practices and programs to ensure that all students receive high-quality, research-supported instruction aligned with the Kentucky Academic Standards. Teachers will utilize data from formative and summative assessments to

guide instruction, monitor student progress, and make informed decisions regarding program implementation and effectiveness.

Current evidence-based instructional programs include Wonders Reading, Reveal Math, Fast ForWord Reading, Accelerated Reader, and Number Worlds. These programs provide rigorous, standards-based instruction that supports the development of foundational skills as well as higher-order thinking in reading and mathematics.

Additionally, teachers will continue to integrate Literacy Footprints, UFLI, and Number Worlds into daily instruction to promote engagement, independence, and differentiated learning. These structured, research-based approaches target specific literacy and numeracy skills, supporting student mastery and confidence across all grade levels.

Implementation fidelity will be monitored through classroom walk-throughs, lesson plan reviews, and Professional Learning Community discussions. The instructional leadership team will regularly review assessment data to evaluate the effectiveness of instructional programs and make necessary adjustments to ensure continuous improvement in teaching and learning outcomes.

Progress Monitoring:

The school will continue to hold regular Professional Learning Community meetings with teachers and Special Education instructors to review and discuss the academic progress of students within this subgroup. These meetings will focus on analyzing assessment data, identifying areas of need, and developing targeted instructional strategies to support student growth.

The School Leadership Team will maintain detailed agendas and meeting notes from PLC and grade-level meetings to document discussions, action steps, and follow-up plans. This documentation will be used to monitor progress, ensure accountability, and support ongoing data-driven decision-making.

The School Principal will utilize the KSA Academic Calculator to monitor and track student progress based on STAR Assessment data. The results will be reviewed with teachers to evaluate student growth and guide instructional adjustments throughout the school year.

Additionally, classroom observations and walk-throughs will be conducted regularly to identify trends in teaching practices, ensure fidelity of program implementation, and provide feedback to teachers. Data collected from these observations will be used to inform professional development needs and to strengthen instructional practices across all classrooms.

Funding:

Title 1 funds Fast Forward 5775

PEAR 2099

STAR Assessment 7587

Fast ForWord 5775

Accelerated Reader 809

UFli 1129

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:

Northern Elementary will increase the Reading and Math performance by increasing the Reading Index from 67.6 to 79.4 and the Math Index from 68.4 to 79.0 by 2027.

Objective(s):

By 2026, the Reading and Math performance scores will increase from: Reading 67.6 to 78.83 and Math 68.4 to 77.98

Strategy:

The school will ensure that lesson plans, instruction, and assessments are fully aligned to the Kentucky Academic Standards and reflect the intended curriculum at a high level of fidelity. Teachers will design and implement lessons that promote rigorous, standards-based learning experiences for all students.

Instructional staff will collaborate during PLC and grade-level meetings to review curriculum maps, pacing guides, and assessment data to confirm that instruction remains aligned with state standards and district expectations. The School Leadership Team will provide ongoing support and guidance to ensure consistency and coherence across all grade levels and content areas.

Classroom observations, lesson plan reviews, and walkthroughs will be used to monitor instructional alignment and fidelity. Feedback from these monitoring activities will be shared with teachers to support continuous improvement in planning, instruction, and assessment practices.

Activities:

The school will continue to review and implement evidence-based instructional practices and programs to ensure that all students receive high-quality, research-supported instruction aligned with Kentucky Academic Standards. Teachers will utilize data from formative and summative assessments to guide instruction, monitor progress, and make informed decisions about program implementation and effectiveness.

Evidence-based instructional programs currently in use include Wonders Reading, Reveal Math, Fast ForWord Reading, Accelerated Reader, and Number Worlds. These programs are designed to provide rigorous, standards-based instruction that supports both foundational skill development and higher-order thinking in reading and mathematics.

In addition, teachers will continue to integrate Literacy Footprints, the Daily Five framework, UFLI, and Number Worlds as part of daily instruction to promote student engagement, independence, and

differentiated learning. These programs and practices provide structured, research-based approaches that target specific literacy and numeracy skills, helping students build mastery and confidence in their learning.

Implementation fidelity will be monitored through classroom walk-throughs, lesson plan reviews, and PLC discussions. The instructional leadership team will review assessment data regularly to evaluate the effectiveness of these programs and make any necessary adjustments to ensure continuous improvement in teaching and learning outcomes.

Progress Monitoring:

The school will continue to hold regular Professional Learning Community meetings with teachers to review and discuss the academic progress of students. These meetings will focus on analyzing assessment data, identifying areas of need, and developing targeted instructional strategies to support student growth.

The School Leadership Team will maintain detailed agendas and meeting notes from PLC meetings to document discussions, action steps, and follow-up plans. This documentation will be used to monitor progress, ensure accountability, and support ongoing data-driven decision-making.

The School Principal will utilize the KSA Academic Calculator to monitor and track student progress based on STAR Assessment data. The results will be reviewed with teachers to evaluate student growth and guide instructional adjustments throughout the school year.

Additionally, classroom observations and walk-throughs will be conducted regularly to identify trends in teaching practices, ensure fidelity of program implementation, and provide feedback to teachers. Data collected from these observations will be used to inform professional development needs and to strengthen instructional practices across all classrooms.

Funding:

Title 1 funds Fast Forward 5775

PEAR 2099

STAR Assessment 7587

Fast ForWord 5775

Accelerated Reader 809

UFli 1129

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	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 Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2027, Northern Elementary will increase Science, Social Studies and Combined Writing index scores. Social Studies index score will increase from 54.4 to 76, Combined Writing score from 68.1 to 76 and, Science 70.2 to 76

Objective(s):

By 2026, Northern Elementary will increase Science, Social Studies and combined Writing performance scores from: Social Studies from 54.4 to 65.2, Writing 68.1 to 72 and, Science 70.2 to 73.1

Strategy:

The school will improve student performance in science, social studies, and writing through standards alignment, data-driven instruction, and collaborative professional learning. Teachers will align all lessons and assessments with the Kentucky Academic Standards, supported by the staff developer. Formative and summative assessment data will be analyzed regularly to guide instruction and interventions.

Literacy strategies will be integrated across content areas to strengthen comprehension, vocabulary, and writing. A dedicated writing block will be implemented at all grade levels to improve organization, clarity, and content development. Science instruction will emphasize hands-on, inquiry-based learning using the OpenSciEd curriculum, with professional development provided to fourth-grade teachers.

PLCs will focus on reviewing student work, analyzing data, and sharing effective instructional strategies. Administrators will monitor instruction through observations and feedback to ensure fidelity and continuous improvement in teaching and learning outcomes.

Activities:

The school will implement a comprehensive set of activities to strengthen student achievement in science, social studies, and writing. All lessons and assessments will be carefully aligned with the Kentucky Academic Standards, ensuring that instruction targets the knowledge and skills assessed on state tests. Teachers will receive guidance and support from the staff developer to maintain fidelity and consistency across grade levels.

Formative and summative assessment data will be collected and analyzed regularly to identify student strengths, learning gaps, and trends. This data will guide differentiated instruction, targeted interventions, and small-group support to ensure that all students receive the instruction they need to progress toward grade-level proficiency.

To strengthen literacy across content areas, teachers will integrate reading and writing strategies into science and social studies lessons. A dedicated writing block will be implemented at all grade levels to promote skill development in organization, clarity, grammar, and content elaboration. Teachers will provide modeling, scaffolding, and feedback to support student growth in written expression.

Science instruction will include hands-on, inquiry-based learning experiences using the OpenSciEd curriculum, engaging students in experiments, investigations, and collaborative problem-solving. Fourth-grade teachers will participate in professional development to ensure effective implementation of the curriculum, and strategies will be shared across grade levels to promote vertical alignment and continuity.

Collaborative Professional Learning Community meetings will be held regularly to review student work, analyze assessment data, identify best practices, and monitor instructional fidelity. Administrators will conduct classroom observations and provide feedback to support teacher growth and instructional improvement. These coordinated activities are designed to provide high-quality, research-based instruction that increases student engagement, builds foundational skills, and improves performance on state assessments in science, social studies, and writing.

Progress Monitoring:

The school will continue to hold regular Professional Learning Community meetings with teachers to review and discuss the academic progress of students. These meetings will focus on analyzing assessment data, identifying areas of need, and developing targeted instructional strategies to support student growth.

The School Leadership Team will maintain detailed agendas and meeting notes from PLC meetings to document discussions, action steps, and follow-up plans. This documentation will be used to monitor progress, ensure accountability, and support ongoing data-driven decision-making.

Additionally, classroom observations and walk-throughs will be conducted regularly to identify trends in teaching practices, ensure fidelity of program implementation, and provide feedback to teachers. Data collected from these observations will be used to inform professional development needs and to strengthen instructional practices across all classrooms.

Funding:

PEAR 2099

Accelerated Reader 809

IXL 3479



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_08182025_09:33

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented
2026-27 School Year)

Northern Elementary School
Wesley Murray
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. [704 KAR 3:035](#) establishes the annual professional development plan.

Per Section 2, "Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan."

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

- (1) A clear statement of the school or district mission;
- (2) Evidence of representation of all persons affected by the professional development plan;
- (3) A needs assessment analysis;
- (4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- (5) A process for evaluating impact on student learning and improving professional learning, using evaluation results."

1. Professional Development Plan

What is the school's mission?

Northern Elementary School's mission is to provide a rigorous education in a safe and conducive environment that fosters a path toward success in life for all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

1. Rigorous and aligned lessons seeking required standards mastery and collaborate to improve on instruction (Executive Functioning), planning (Predictable Routines and Environments) and assessment (Don't Work Harder Than Your Students).

2. Intervention systems are also a primary area as put forth from our Staff Survey seeking to improve overall classroom teaching and learning; a focus on every student, every day.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Goal 1 By 2027, Northern elementary will increase the Reading and Math performance by increasing the Reading Index from 67.6 to 79.4 and the Math Index from 68.4 to 79.0.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Long Term Goals for our strategic focus on increasing student performance indexes N.E.S. will seek to improve on all aspects of teaching and learning from instruction, to planning, and to assessment..

Short Term Goal is to ensure that all teachers are implementing standards delivery as effectively and efficiently as possible to the appropriate depth and rigor.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The intended results of the PD is to increase student performance in all areas (ELA, Math, SS, and Science) addressed through the collaborative work.

c. How will this professional development be monitored for **evidence of implementation?**

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Evidence of Implementation will be through the Administrative Walkthrough and Observations as well as Staff Developer input on classroom practices.

- i. Current practices observed will be used as our starting points.
- ii. Staff will be responsible for implementation.
- iii. Data will be analyzed as needed throughout the concurrent school year

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**. Indicators of success for students will be increased improvements in our CUA's and Diagnostics as evaluated and discussed in our weekly Grade Level PLC's.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? Target will be all core classroom certified educators.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

- i. What funding source(s) will be utilized to support this professional development?
- ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
- iii. What supplies and resources will be needed to implement this professional development?

F. Staff developers and NKCES will lead PD

i. N/A

ii. Anticipated August 6 and 7

iii. NKCES PD Personnel

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics

consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Admin and Staff Developers will have ongoing oversight through PLC's, Formal and Informal Walkthroughs and Evaluations.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

The second identified area for professional development of strengthening intervention systems will directly support multiple required school goals outlined in the Comprehensive Improvement Plan. This work will impact state assessment results in reading and math by ensuring students receive targeted support based on data leading to improved academic performance. This goal will also help enhancing intervention systems that will address the achievement gap, as more intentional and structured supports will be put in place ensure student growth. Overall, strengthening intervention systems aligns with the goal of ensuring every student receives the support they need to succeed reinforcing the commitment to growth for every student, every day.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The long-term objectives of this professional development are to establish a sustainable and fully implemented intervention system that ensures all students receive timely, targeted, and data-driven support, leading to increased proficiency and reduced novice rates in reading and math as measured by state and local assessments.

In the short term, the focus is on building staff capacity to effectively analyze and use student data to identify needs and plan appropriate interventions.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The intended results will be increased proficiency and reduced novice rates in reading and math as measured by state and local assessments.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

This professional development will be monitored through walkthrough, observation and PLC Dialogue to ensure consistent and effective implementation of intervention practices across classrooms.

i. Multiple sources of data will be collected to provide a clear picture of both instructional practices and student outcomes. These data sources will include student work samples, curriculum-based assessments such as CUA and the STAR Diagnostic.

ii. Responsibility for gathering this data will be shared among teachers, staff developer, and administrators.

iii. Data will be analyzed on an ongoing basis to ensure timely adjustments. Teachers will review student data weekly using PLC meetings, while school leadership and will conduct more formal review with staff developer supports.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Our primary indicator of success will be student growth as assessed using our STAR Diagnostic Tool and CUA's. We will use this diagnostic and compare students typical growth versus what is occurring within NES Students.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

Our audience will be Teachers, Special Education Teachers and, Interventionists.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

f. Resources needed will be working with NKCES for the PD itself.

i. NA

ii. August 6 and 7 are the scheduled dates of PD for NES

iii. TBD

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Staff developers and admin will be ongoing with supports for the program with focus on Novice Rates and student Growth based off of Tri Annual STAR Assessments.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PD Plan 2026-27		.
 SBDM Agenda with PD Plan		.
 Vision and Mission		.