



2025-2026 Phase One: Continuous Improvement Diagnostic for Districts - Somerset Independent

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

Somerset Independent
Kyle Lively
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United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

The **comprehensive district improvement plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report
- District Trauma-Informed Approach Plan

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, 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 district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

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

Please enter your name and date below to certify.
Kyle Lively 10/1/2025



2025-2026 Phase One: Executive Summary for Districts - Somerset Independent

2025-2026 Phase One: Executive Summary for Districts

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2025-2026 Phase One: Executive Summary for Districts

Description of the District

Describe the district'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 district serves?

The Somerset Independent School System has been in existence since 1888. The school system roughly parallels (in reduced size) the city boundaries of the City of Somerset which is a 3rd class city nestled in the foothills of the Appalachian Mountains of Southeastern Kentucky (Pulaski County). The main economic engines of the area are tourism from Lake Cumberland, agriculture, manufacturing, technology based jobs and broad based service industries. A very strong aspect of the school/community relationship has been strong public support for the Somerset Schools in the form of donations and willingness to support a tax base to maintain the district. The community is having more students coming from disadvantaged families. The district is now designated as a CEP (Community Eligibility Provision) with regards to the Federal School Lunch Program. The challenges faced by our students continues to be relative geographical isolation, reduced exposure to cultural events and activities, access to quality high paying jobs, etc.

District Stakeholders

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

Our stakeholders begin with our students which are involved in school improvement through the superintendent student advisory council. This group meets multiple times a year to guide the district and school administration. We also have a teacher advisory group that meets several times a year to address district improvement. Other stakeholders include parents and community members. Parents participate in each school council as well as on improvement committees. We have community and local employers that participate in planning and improvement groups at the school and district level.

District's Purpose

Provide the district'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 district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The Somerset Schools Mission Statement is: We will provide our students with the highest educational learning experience by creating innovative opportunities, effective communications, and leaders who inspire--- Everyday, Everyway, No Exceptions! The board of education strategic plan includes three focal points. They are: (1) to create a positive culture, (2) provide opportunities for individualized student success and growth, and (3) be a district of vision and growth. These focal points are aligned with the district leadership team's foundation ideas of (1) being student centered, (2) focused and intentional, and (3) being data driven.

Notable Achievements

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

Notable achievements include: Areas of improvement in the last three years include: Postsecondary Readiness and High School Graduation Rates have improved. We are in continuous improvement in these areas. Hopkins Elementary was awarded a ESEA School of Distinction for their work with English Learners and the Somerset High School Solar Jumpers won their second national trophy in the national solar car competition in 2025 at the Texas Speedway. We have many other successful programs such as DECA, SHS Musical and other extracurricular teams.

Areas of Improvement

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

Areas to be improved in include a decrease the GAP seen in our free and reduced and special education populations

COMMENTS

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Additional Information

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

The Somerset Independent Schools have a long history of providing a quality education to all students; we provide "Tradition and Beyond".

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for Districts_10012025_13:30

2025-2026 Phase Two: The Needs Assessment for Districts

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2025-2026 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 aspects of teaching and learning that affect performance must guide the work. 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 districts 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 districts, each district 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 district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

As soon as the state data was released, the district assessment coordinator (DAC) met with each school staff to discuss individual student data and student survey data to complete the Phase I continuous improvement planning questions. After the public release of data, each principal reviews test scores and other data with each Site Based Council to involve parent stakeholders. The district gathers data from parents, students and teachers in the AdvancEd School Inventory and the school Climate and Culture Survey. The DAC also discusses test scores and delivery targets with the members of the local school board. An annual review of the current school improvement plan, analysis of school and district achievement scores and other data help complete our needs assessment. After the district-wide data

analysis school sessions, the DAC, principals, and leadership teams will continue to meet to revise or rewrite comprehensive improvement plans for each school, and then the district.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive district improvement plan (CDIP). What was successful? How will your results inform this year's plan?

Goal 1: By 2026, our district will increase the percentage of proficient/distinguished students in reading and math. Elementary math increased in fourth grade.

Goal 2: By 2026, our district will increase science, social studies, and writing scores. Elementary science increased in 23-24.

Goal 3: By 2026 reduce the number of gap groups with significant gaps. Some gap groups increased while others decreased. It varied by grade and content.

Goal 4: By 2026, increase the average ACCESS score for English Learners. The majority of EL students increased scores on ACCESS.

Goal 5: By 2026, increase the graduation rate. the 4 year and 5 year rates increased from 2022-to 2023.

Goal 6: By 2026, increase the percent of students obtaining transition readiness. The rate of postsecondary readiness increased from 2022-2023.

Trends

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

Example of Trends

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

Current State of Academics and Climate and Culture

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

- Kentucky Summative Assessments

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

Example of Current Academic Narratives:

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

5. Describe in narrative form the current climate and culture conditions of the district 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 their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
see attached school scoreboards

Strengths

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

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.

Fourth grade math and 7th grade reading are instructionally showing success with over or nearly 70% of the students are scoring proficient or distinguished. High school social studies also has had a very positive increase in scores. We will have vertical alignment content team meeting(s) to have teachers share the tools and activities they have used to help students achieve at a greater level.

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.
We will detail priorities once the state data is released.

COMMENTS

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

NA

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

NA

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

NA

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

NA

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

We will revise our current plan as soon as data is released and schools can have time to adjust their goals.

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Assurances_10222025_11:18

2025-2026 Phase Two: District Assurances

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2025-2026 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No). 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.

District Assurances

The district hereby ensures that the FY 2025-2026 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Safety Report_10222025_11:19

2025-2026 Phase Two: District Safety Report

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2025-2026 Phase Two: District Safety Report

District Safety Report

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

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

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

KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

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

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

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

number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that KRS 158.162(3)(d) requires, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

.Yes

6. Have best practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school nurse, school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

05/07/2026

Somerset Independent

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

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

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

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

Yes

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

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

Yes

12. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

13. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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

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

Yes

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. [KDE's Human Trafficking Website](#)

Yes



2025-2026 Phase Two: District Trauma-Informed Approach Plan - Somerset Independent

2025-2026 Phase Two: District Trauma-Informed Approach Plan

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2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in [KRS 158.4416](#). Additionally, it could include members of the School Safety and Threat Assessment Teams ([KRS 158.4412](#)) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.

● Yes

COMMENTS

ATTACHMENTS

Attachment Name



Trauma Informed Plan 2025

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Trauma Informed Plan 2025	Trauma Informed Plan 2025	.



2025-2026 Phase Three: Comprehensive District Improvement Plan_12302025_14:52

2025-2026 Phase Three: Comprehensive District Improvement Plan

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2025-2026 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, 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, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CDIP 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).

Accountability Indicators

The accountability indicators for districts 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
- Graduation Rate
- Achievement Gap

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the [Comprehensive District Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities the district will implement 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 districts 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



2025-2026 CDIP Somerset Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-2026 CDIP Somerset Independent	District Improvement Plan for Somerset Independent Schools 2025-2026	• 1



2025-2026 Phase Three: The Superintendent Gap
Assurance_12302025_14:51

2025-2026 Phase Three: The Superintendent Gap Assurance

Somerset Independent
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305 College St
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

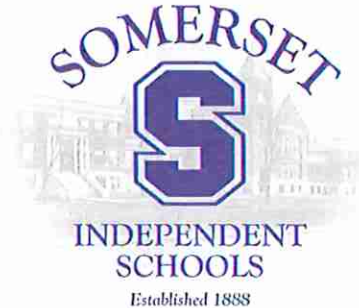
As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

Comprehensive District Improvement Plan (CDIP)

Somerset Independent School District

2026



Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, 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).

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 district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 district 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 districts 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 Districts are optional.

Required Goals

Achievement Gap:

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Three- to Five-Year Goal:

By 2029 reduce the number of gap groups with significant gaps.

Objective(s):

By 2026, increase reading and math proficiency ratings for all students in GAP groups as measured by KSA and SAT.

Strategy:

KCWP 5: Design, Align and Deliver Support and KCWP 6: Establishing Learning Culture and Environment

Activities:

- Implement and monitor a formal mentoring program for at-risk students who are identified by the Persistence to Graduation Report and other data collected.
- Provide afterschool and/or summer opportunities for students who need assistance in core academic areas.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

ESS, City Grant

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 districts.

Three- to Five-Year Goal:

By 2029, our district will increase the percentage of proficient/distinguished students in reading and math.

Objective(s):

By 2026, increase the overall reading and math scores for Somerset Independent Schools as measured by KSA and SAT.

Strategy:

[KCWP 1: Design and Deploy Standards](#) and [KCWP 2: Design and Deliver Instruction](#) and [KCWP 5: Design, Align and Deliver Support](#) and [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

- Provide professional development and school monitoring of deconstruction, implementation, and assessment (with data collection and analysis) of Kentucky Core Academic Standards, and distance learning if still necessary.
- Continue to support and monitor the use of standards aligned formative assessments (Kindergarten screener, Proficiency Measures, NWEA MAP, Mastery Prep, STAR Reading) to modify instruction and meet the needs of all students.
- Use E-walk monitoring and reporting to gather and analyze instructional activity data, to be used by faculty, in conjunction with student performance data, to modify instruction as appropriate to meet student needs.
- Provide teachers and students with curriculum resources aligned with Kentucky Core Academic Standards.
- Provide resources for participation in district level Professional Learning Communities to ensure vertical alignment of curriculum between schools.
- Implement and monitor formal and embedded professional learning opportunities for use of research based instructional strategies to enhance student engagement, (for example Differentiation, Thoughtful Education Student engagement and assessment, KAGAN grouping structures).
- Provide opportunities for instructional leadership development participation including training on Principal Professional Growth and Effectiveness System.
- Support and monitor PD opportunities which focus on the areas of assessment and content specific strategies for student learning.
- Provide hands-on, industry-based learning experiences after school for middle school and high school students as grant funds are available.
- Provide students the opportunity to participate in CTE programs including the Engineering program.
- Provide additional staff for class size reduction & interventions and curriculum instructional coaches.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

PD, Title I, Title II, Title V, General Funds, CTE, ESS, Perkins

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district 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”, districts 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	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

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 2029, our district will increase science, social studies, and writing scores.

Objective(s):

By 2026, increase the overall science, social studies and writing scores for Somerset Independent Schools as measured by KSA.

Strategy:

[KCWP 1: Design and Deploy Standards](#) and [KCWP 2: Design and Deliver Instruction](#) and [KCWP 5: Design, Align and Deliver Support](#) and [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

- Provide professional development and school monitoring of deconstruction, implementation, and assessment (with data collection and analysis) of Kentucky Core Academic Standards, and distance learning if still necessary.
- Continue to support and monitor the use of standards aligned formative assessments (Kindergarten screener, Proficiency Measures, NWEA MAP, Mastery Prep, STAR Reading) to modify instruction and meet the needs of all students.
- Use E-walk monitoring and reporting to gather and analyze instructional activity data, to be used by faculty, in conjunction with student performance data, to modify instruction as appropriate to meet student needs.
- Provide teachers and students with curriculum resources aligned with Kentucky Core Academic Standards.
- Provide resources for participation in district level Professional Learning Communities to ensure vertical alignment of curriculum between schools.
- Implement and monitor formal and embedded professional learning opportunities for use of research based instructional strategies to enhance student engagement, (for example Differentiation, Thoughtful Education Student engagement and assessment, KAGAN grouping structures).
- Provide opportunities for instructional leadership development participation including training on Principal Professional Growth and Effectiveness System.
- Support and monitor PD opportunities which focus on the areas of assessment and content specific strategies for student learning.

- Provide hands-on, industry-based learning experiences after school for middle school and high school students as grant funds are available.
- Provide students the opportunity to participate in CTE programs including the Engineering program.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

PD, Title II, Title V, Title I, Title II, CTE, Perkins

Priority Indicator #2: Postsecondary Readiness

Three- to Five-Year Goal:

By 2029, increase the percent of students obtaining transition readiness.

Objective(s):

By 2026, increase the percentage of students who are college and/or career ready.

Strategy:

[KCWP 1: Design and Deploy Standards](#) and [KCWP 2: Design and Deliver Instruction](#) and [KCWP 5: Design, Align and Deliver Support](#) and [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

- Support and monitor the implementation of the district's Career and Technical Education Plan.
- Provide students with advising opportunities in one-on-one or small group settings giving students direct contact with local resources. This will provide students with the opportunity to discover the training and educational requirements of various careers.
- Provide students with the opportunity to gain skills for the workforce in areas not provided for at Somerset High School by utilizing spaces available at the ATC and SCC South Campus.
- Provide teachers and students with additional resources (i.e. Mastery Prep, Edulastic, review materials) for ACT, Transition ELA and Math Courses, Dual Credit courses and Advanced Placement Courses.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

Title V, CTE, Perkins

Priority Indicator #3: Graduation Rate

Three- to Five-Year Goal:

By 2029, maintain the graduation rate.

Objective(s):

By 2026, maintain the graduation rate.

Strategy:

[KCWP 5: Design, Align and Deliver Support](#) and [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

- Provide students with Credit Recovery opportunities.
- Implement, monitor, and revise (as needed) policies and procedures to overcome barriers that prevent at-risk students from meeting graduation requirements.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

General, ESS

Priority Indicator #4: Quality of School Climate and Safety

Three- to Five-Year Goal:

Provide a safe and enriching environment for student learning.

Objective(s):

By 2026, reduce non-academic barriers to learning.

Strategy:

[KCWP 5: Design, Align and Deliver Support](#) and [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

- Provide funds for School Resource Officers to be shared among the schools and a Registered Nurse at each school building.
- Review and revise the Student Code of Conduct as needed.
- Continue to implement and support the Family and Youth Service Center Programs.
- Proactively address attendance concerns through attendance committee meetings/Fair Team/TDP and home visits.
- Implement and monitor the District Technology Plan.
- Continue to utilize the state recommended student information system, Infinite Campus.
- Continue to provide school messaging system.
- Continue to provide updated communication via website and social media sites.
- Continue to recognize staff and students throughout the year for accomplishments and for character traits.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

General, FRYSC, KETS, Title I

Priority Indicator #5: English Learner Progress

Three- to Five-Year Goal:

By 2029, increase the average ACCESS score for English Learners.

Objective(s):

By 2026, increase the average ACCESS score for English Learners.

Strategy:

[KCWP 4: Review, Analyze and Apply Data](#) and KCWP 5: Design, Align and Deliver Support

Activities:

- Use appropriate materials for students to help all students be more successful through differentiation.
- Continue to implement interventions for all grade levels to focus on reading skill for EL students.
- Provide extra learning opportunities through tutoring.
- Provide small group instruction for English Learners in the four areas of listening, reading, speaking and writing in English.

Progress Monitoring:

The plan will be monitored quarterly, and notes will be entered here.

Funding:

Title V, ESS, Title I, Title III, Title IV



2025-2026 Phase Four: Non-Traditional Instruction Continuation of
Learning Plan for Districts (Implemented 2026-27 School
Year)_04222026_08:59

2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for
Districts (Implemented 2026-27 School Year)

Somerset Independent
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2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-2027 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

"non-traditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Superintendent
Kyle Lively

Date
4/22/2026

1. Instruction

What is the district's plan to ensure a continuation of rigorous learning, aligned to Kentucky Academic Standards, which will occur when in-person instruction is not feasible and non-traditional instruction is implemented due to health or safety reasons?

We want to provide the best instruction to students no matter their physical location. Somerset Independent Schools will provide students with the best educational experience possible. Regardless of learning method, students will receive high quality instruction at all grade levels. The teachers, administrators, and support staff of Somerset Schools look forward to educating and interacting with students both face-to-face and through distance learning this school year. We will

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provide lessons, content, and assessment through Google Classroom. Some of the lessons may be synchronous (at the elementary and middle school levels) while other lessons will be asynchronous so that students and families can complete work on a timeline that is best for each family. Paper/pencil materials will be available and distributed to students prior to any called NTI day. Somerset Independent Schools plan to blend both an online learning system for high school level (Google Classroom) and additional digital (Lexia and DreamBox) and/or print resources at the elementary/middle school level to address instructional time on days that we will not be able to meet at the school buildings Somerset Independent has found on the annual technology readiness survey that over 80% of our students have access to internet at the home and over 70% have access to an internet ready device. Students in grades nine through twelve also have a district provided cloud-based laptop that can be used for instructional purposes. For those students/families either without internet services or elementary and middle school students, the teachers will provide paper/pencil versions of lessons to students. These paper/pencil lessons would be sent home with students and/or provided by email or mail and may be posted on school webpages, or Google Classroom for students with internet access. due to illness. The district, using KDE trainers, had trained intermediate through high school teachers on Google Classroom as a learning system. At all levels, teachers have been trained in using the single sign on program CLEVER to help students access all of the available district online learning programs. Teachers will be able to use the district website along with teacher and student email to be in contact with student families. Most of the teachers are using these online learning platforms in their classroom as a part of regular instruction, so the teachers and students should be familiar with the programs. Each school (by grade level or content area) will have a specific plan for learning days when this program will be put into effect. The district will provide all teachers and administrators training for developing NTI lessons. By using Google Classroom functions during in-person instruction, teachers will be able to get students comfortable and efficient at completing assignments in an online setting prior to 100% distance learning setting. Elementary teachers will work collaboratively to create lessons for core subject areas. At the middle school and high school, teachers will work in grade level or content area teams to develop appropriate lessons for NTI days. All levels will have lessons directly related to the KAS course standards for the appropriate grade and content area. Some lessons may be crosscurricular and cover more than one content area. Special Education teachers will participate in the development of the lessons to ensure IEP accommodations are covered. Prior to the first NTI plan day, the high school will survey students and families to find out which ones will not have internet access and will require a paper/pencil packet. Each school/teacher will be able to create the alternate lessons if a student does not have access and we will send those packets out to students prior to the first called NTI day. Elementary and middle school students will complete paper/pencil work with optional activities online (if already available to the grade level). Each teacher will complete a participation and/or grade report for each NTI day as to student participation in learning. Teachers will also enter the assignment participation/score (whether online or paper/pencil) into the grading program as an assignment. We have frequent phone and email communication between the high school and our local area technology center about providing instruction and resources for the students scheduled to attend the ATC. We meet regularly with the dual credit providers from Somerset Community College and the University of Kentucky. All teachers and

Students have been instructed how to use Google Classroom for instruction.

Teachers will use this platform for lessons, instructional videos, and assignments. Teachers and school staff will also use Google Meets for synchronous class meetings and email and Remind for other class communications. When allowed, teachers will use small groups for interventions for specific groups of students. Depending on guidance from the local health department or local safety officials, all staff may come into the school building to complete their contracted work. Depending on the weather or illness, it may be necessary for staff to work at home. Classified staff will be assigned to complete their work in the school building if necessary. Custodians will need to be in buildings to complete additional cleaning and sanitizing procedures. Instructional assistants will complete their contracted work by following the instructions of the school principal and their supervising teacher. If the teachers are working from home, the assistants may also work from home contacting students and helping with questions and assignments via phone or email. We use multiple communication pathways to include: District and School Website and APP with push alerts District and School Facebook pages, Parent Square Alerts, District printed newsletters, Teacher and principal emails Teachers and classroom Parent Square messages.

2. How will the district account for equitable student access to online resources and/or instructional if a student does not have access to the internet and/or devices and for students who may need to access information differently? Detail how these alternative plans will ensure that all students have equitable access to learning opportunities that are comparable in rigor and quality to digital instruction.

We will provide lessons, content, and assessment through Google Classroom. Some of the lessons may be synchronous (at the elementary and middle school levels) while other lessons will be asynchronous so that students and families can complete work on a timeline that is best for each family. Paper/pencil materials will be available and distributed to students prior to any called NTI day. Somerset Independent Schools plan to blend both an online learning system for high school level (Google Classroom) and additional digital (Lexia and DreamBox) and/or print resources at the elementary/middle school level to address instructional time on days that we will not be able to meet at the school buildings Somerset Independent has found on the annual technology readiness survey that over 80% of our students have access to internet at the home and over 70% have access to an internet ready device. Students in grades nine through twelve also have a district provided cloud-based laptop that can be used for instructional purposes. For those students/families either without internet services or elementary and middle school students, the teachers will provide paper/pencil versions of lessons to students. These paper/pencil lessons would be sent home with students and/or provided by email or mail and may be posted on school webpages, or Google Classroom for students with internet access. due to illness

3. Please explain how the district will ensure implementation of Individualized Education Programs (IEPs) for students with disabilities, including how the students' Admissions and Release Committees (ARCs) will be involved in planning for and making

Somerset Independent

decisions related to the participation and needs of students with disabilities on
non-traditional instruction days. Specifically, detail how plans will be delivered with fidelity and quality in a virtual or alternative learning environment to ensure meaningful progress on IEP goals during NTI days

Special Education teachers will contact students on their case load in addition to the regular classroom teacher. These teachers use several methods to reach students including email, phone calls and Google Meets. We have used some small group for instruction intervention and required assessments as allowed. The district director of special education is working with ARC members during each meeting to make appropriate placement decision for individual students.

4. Please describe additional efforts necessary for the district to ensure the implementation of other student-specific plans, including Program Services Plans (PSP) for English Learners (EL), 504 Plans, and the Gifted Student Service Plans (GSSP), students placed in alternative education programs by the district, and other special populations of students. Describe how the strategies or resources used will ensure students receive appropriate supports and challenging learning opportunities that align with their plans and maintain the quality of instruction during NTI days.

The English Language Learner teacher contacts each of the students in addition to their regular classroom teacher(s). She has been working with those students through text, email, phone calls, and in-person small groups as allowed. The GT teacher is working with students by email and the Remind App to help answer questions and work through a long-term project from the pull-out gifted classes. She contacts parents by email, phone or mail as necessary. We have also brought in small groups of students to complete placement assessments as necessary and allowed.

PLEASE PROVIDE THE NAME AND ROLE OF THE PERSON WHO COMPLETED THE
NON-TRADITIONAL INSTRUCTION CONTINUATION OF LEARNING PLAN.

Preparer's Name

Cindy J. Ham

District Role

District Supervisor of Curriculum, Instruction and Assessment

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)_04222026_09:00

2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

Somerset Independent
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2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts must develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing the following narratives, districts are documenting the required components of the districts EL/Lau Plan

1. Provide a narrative outlining the guiding principles of the district's Language Instruction Educational Program (LIEP).

- Lau Plan Guiding Principles

The purpose of the Somerset Independent Schools English Learners Program is to ensure that all EL students may participate fully in both academic and extra-curricular activities. English Learners are provided with supports and opportunities to attain English Proficiency including English language development, academic experience, and cross-cultural goals.

2. Describe the district's procedures for identification, enrollment, and placement of ELs in a Language Instruction Educational Program (LIEP).

- Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)

Upon enrollment, a home language survey is completed for each student/ household. If needed the form is given in a language other than English or in interpreter for the parent is provided. The district coordinator reviews all home language surveys. If the survey shows a language other than English used in home or by the student, the coordinator schedules the state provided EL screener for the student with the EL teacher. Pending the score on the screener, the student is identified as EL if he or she scores below a 4.5 on the WIDE screener. If the student is a kindergarten student, they will be identified as EL after the screener is given. The EL teacher will schedule a Program Service Plan meeting with the student's team. The parent is notified (within 30 days of the first day of school or two weeks if enrolled after the beginning of the school year) and will be invited to be a part of the student team.

3. Provide a description outlining the specific components of the district's Language Instruction Educational Program (LIEP). Please include specific staffing and other resources provided to EL students under LIEP.

- Description of the LIEP

The district provides instruction for all EL students Content Based ESL and Pull-Out ESL Resource for most identified EL students based on their individual needs.

General education teachers will work with/collaborate with the EL teacher to provide the appropriate modifications and accommodations for students. The district provides one full time EL teacher, one half time intervention teacher and two instructional assistants to provide direct services for EL identified students.

4. Describe the district's process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

- Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

EL students will have the same access to co-curricular and extra-curricular programs and activities as other students enrolled in the district. EL students participate in screenings and assessments that would allow them to be reviews for all district programs. Teachers (classroom and EL) will provide information about extra-curricular activity opportunities.

5. Describe the EL specific professional development opportunities provided to staff who deliver instruction or provide support to the district's LIEP.

- EL Professional Development for Staff who Deliver Instruction or Support the LIEP for Els

Professional development sessions will be provided to all administrators and classroom teachers to support the implementation of each EL student PSP. The specific content of each session will be based on the needs of each individual school or classroom level. The EL teacher will have additional training to enhance the program.

6. Describe the district's process regarding the administration of ACCESS and Alternate ACCESS English language proficiency assessment.

- Annual English Language Proficiency Assessment and Administration

All EL students enrolled in the district during the state EL testing window will take the state required EL assessment. The assessment will measure the student's English proficiency in the four domains: listening, reading, speaking, and writing.

7. Provide a description outlining the criteria and procedures regarding EL students transitioning and/or exiting the district's LIEP.

- LIEP Exit Criteria and Procedures

Results from the state EL required test will be reviewed annually. EL students who attain a score of 4.5 or higher on a Tier B or above ACCESS test will be considered Fully English Proficient and will be exited from the program. Notification will be given to the parent.

8. Describe the district's procedures for monitoring EL students who have exited the program or opted out of the LIEP.

- Monitoring Procedures after Students Exit the LIEP Program

Students who have be exited from the EL program will be monitored by the district coordinator and EL teacher for four years. Student data for monitoring may include test scores, class grades, teacher observations, parent feedback, and meeting promotion or graduation requirements. If any exited EL student shows a deficit, the district will offer additional language assistance. Parents will be notified.

9. Provide a narrative outlining the process for evaluating the effectiveness of the LIEP.

- EL Program Evaluation

The EL committee will evaluate the program annually using test scores, student grades, participation data and parent and staff input. Any areas with a decrease, will be address through improvement activities.

10. Describe the district's procedures for ensuring meaningful communication with limited English proficient parents.

Meaningful Communication with LEP parents

The EL teachers will utilize interpreters, Google translate and translated messaged through Parent Square to communication with parents as needed. The elementary school will provide translated parent involvement newsletters as possible. The EL staff will host parent conferences and parent involvement events each semester for families.

Somerset Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
 26-27 LAU Plan Somerset Independent Schools	26-27 LAU Plan Somerset Independent Schools	•



2025-2026 Phase Four: Professional Development Plan for Districts
(Implemented 2026-27 School Year)_04222026_09:00

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

Somerset Independent
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2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 20... 3

2025-2026 Phase Four: Professional Development Plan for Districts (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 district 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 district's mission?

Our Mission is to provide our students with the highest educational learning experience by creating innovative opportunities, effective communication, and leaders who inspire –

Every day, Every way, No Exceptions!

2. The needs assessment provides the framework for **all** districts 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?**

Teachers completed a questionnaire about professional development needs and the following data shows the greatest needs of our teachers. The most requested PD district wide were Vibrant Learning and Research Based Instructional Strategies followed closely by Classroom Management and High Quality Instructional Resources training.

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

The first area is Vibrant Learning. This has been a state initiative, and teachers feel they need more training to be able to implement more vibrant learning experiences into their classrooms. The goal of professional development about vibrant learning is for teachers to understand what vibrant learning is and is not, create vibrant learning experiences from the lessons and curriculum they already use, and implement those lessons into their classroom.

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

The outcome of the professional development is for students to participate in and experience vibrant learning.

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.)

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

Principals and other administrators will conduct walk-thru to document implementation of vibrant learning in classrooms throughout the year. During PLC meetings, teachers will discuss examples of vibrant learning experiences used in their classrooms.

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

Teachers and Administrators

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

PLC meetings occur monthly and walk-thru data is reviewed quarterly.

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**.
Teachers will include more vibrant learning experiences for students into classroom lessons as measured by walk-thru data and PLC protocols/

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

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?

Title II funds will be used to support some of the professional development work.
We will be using ElevatEd staff to complete the initial training for Vibrant Learning.

i. What funding source(s) will be utilized to support this professional development?
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We will be using ElevatEd staff to complete the initial training for Vibrant Learning.

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. The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.

iii. What supplies and resources will be needed to implement this professional development? Materials for the training will include items provided from the ElevatEd workshop facilitators as well as information from KDE. Teachers will also use their High Quality Instructional Resources to find lessons that can be made more vibrant.

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.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

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

The first area is Research Based Instructional Strategies. This is a continuing district initiative. The goal of professional development on Research Based Instructional Strategies is for teachers to understand how Visible Learning Research can show us best and worst instructional practices for the classroom. Teachers can increase the implementation of strategies that have a higher impact, or effect size, while reducing the use of strategies that do not show positive impact on student learning and acceleration.

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

The outcome of the professional development is for students to participate in and experience research based instructional strategies that lead to accelerated student learning.

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.)

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

Principals and other administrators will conduct walk-thru to document implementation of Visible Learning strategies in classrooms throughout the year. During PLC meetings, teachers will discuss examples of research based instructional strategies used in their classrooms.

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

Teachers and Administrators

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

PLC meetings occur monthly and walk-thru data is reviewed quarterly.

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**.

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Teachers and Administrators

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

PLC meetings occur monthly and walk-thru data is reviewed quarterly.

Teachers will include more research-based strategies for students learning into classroom lessons as measured by walk-thru data and PLC protocols.

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

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?

i. What funding source(s) will be utilized to support this professional development?
Title II funds will be used to support some of the professional development work.
We will be using books and materials from Visible Learning research by John Hattie.

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. The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.

iii. What supplies and resources will be needed to implement this professional development? Materials for the training will include items provided from the Visible Learning texts including The Illustrated Guide to Visible Learning and 10 Mindframes for Visible Learning.

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.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

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)
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