



2025-2026

Educational Documents Included:

1. Phase One: Executive Summary
2. Phase One: School Safety
3. Phase One: Continuous Improvement Diagnostic for Schools
4. Phase Two: School Assurances
5. Phase Two: The Needs Assessment for Schools
6. Phase Three: Comprehensive School Improvement Plan (CSIP)
7. Phase Four: Professional Development Plan for Schools



2025-2026 Phase One: Executive Summary for Schools_08252025_16:54

2025-2026 Phase One: Executive Summary for Schools

New Haven Elementary School

Mary Goble

10854 Us 42 Hwy

Union, Kentucky, 41091

United States of America

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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?

New Haven Elementary was originally built in 1931 as a 1st through 12th grade school, but now serves students PK through 5th grade. It is located in Boone County, Kentucky and is currently 1 of 15 elementary schools within the district. Due to the growing needs of the community, New Haven has been renovated and added on to support student enrollment. New Haven Elementary serves the southern part of Boone County, and feeds into Gray Middle School and Ryle High School. Due to the development in our surrounding area, our school increases in enrollment each year. In 2021, New Haven went through a redistricting process because of a new elementary school opening in our cluster to relieve our over crowding. Our enrollment as of September 2024 is 716 students. Currently we are about 87% Caucasian, 4% Hispanic/ Latino, 6% Asian, 1% African American, and 2% Two or More races. About 24% of our population is Free/Reduced, 20% preschool through 5th grade who have individualized education plans, and about 4% who are English Language learners, and about 15% of our students are identified Gifted and Talented. Our teaching staff range has an average of 24 years of teaching experience. 95% of our teachers either have their master's degree, and 75% of our teachers have more than 1 master's degrees and / or additional certifications. We have a very involved group of stakeholders that participate, coach, or volunteer in a variety of activities and events that we host at or through our school. We have a growing interest of parents willing to serve on our SBDM council. On average, our community logs over 15,000 volunteer hours a year. New Haven continues to be a very welcoming and high performing school with student's who demonstrate both achievement and yearly growth

School Stakeholders

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

New Haven has an involved community that consists of parent groups and community partners. Our largest parent group is our PTO (Parent / Teacher Organization). Our parents and former high school alumni volunteer to chaperone field trips, volunteer within the school, and attend school events. We have strong relationships with local community partners that also volunteer within the school, as well as, assist in providing needs for our school community. Following our set election process, we always have several parents that are interested in serving on our SBDM each year. Our school, Family Resource Center, and our PTO send out regular communication to our community advertising opportunities to participate within the school. We also reach out via surveys for working families that are unable to participate in events during the school day. We plan events that begin later in the

evening to accommodate for working families as well. Our school sends out a monthly newsletter to our community that includes opportunities to serve within the school, as well as, district opportunities to participate on committees and such to provide feedback and assist in the planning processes.

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.

Our **Mission** at New Haven Elementary is to provide a community where students are challenged, engaged, and independent learners who develop into responsible and productive members of society committed to continuous growth . Our **Vision** is to equip every student to embrace and overcome the intellectual, social, and emotional challenges of an ever changing world . We believe every child has the right and responsibility to own their learning, to be empowered to both lead and follow in their academic future, and to positively contribute to their communities .

We will accomplish our mission using the following strategies: * Encourage problem solving development through critical thinking opportunities that allow for productive struggle. * Ensure a safe and positive environment for everyone. * Establish and plan to achieve individual goals. * Equip and inspire parents, teachers, and staff to be models of persistent learning.

We believe that every child has the right and responsibility to take ownership of their learning, to be given opportunities to cultivate their talents, and to be challenged to both lead and follow in their academic ventures. We value that everyone has a variety of strengths that can be shared with others through leadership opportunities as well as a variety of areas in which we can learn from others. It is because we believe that our students come with such a variety of gifts and needs that we offer a variety of programs that allow students to excel in, or learn and become proficient in. As all schools in Kentucky, we teach the Kentucky Academic Standards (KAS), and have our students set achievement goals.

We believe that students should be offered a balanced educational experience that connects academic and extra curricular activities so that they have opportunities to not just learn and grow, but to also be an integral part of our community. In addition to the core instructional program that is taught daily, we also offer unified arts classes for every student that include; Physical Education, Music, Art, Technology, and STEM lab. Students also experience a variety of programming through our Media Center. We pride ourselves on offering a variety of extra curricular activities for our students. Many clubs and activities do focus on our 3rd-5th grade students, but there are several activities that are open to kindergarten to 5th grade students. We offer enrichment activities such as (*but not all encompassing*) Odyssey of the Mind, Academic Team, Jump Rope club (primary), Basketball, Cheerleading, Archery, Student Council, and outside activities that are promoted by our school to inform families of additional opportunities. Although we

offer a rich variety of extra curricular activities, it is an expectation that all students will commit to their learning and achieve academically.

Notable Achievements

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

New Haven has a very involved community and students that excel in a multitude of areas both inside and outside of school. In the last several years our Archery team has advanced to the World competition levels, and our Odyssey of the Mind team has also advanced to World competition. We have had many students win local and regional competitions including art contests, writing competitions, and state contests.

Our staff is also recognized on a variety of platforms each year for their excellence in education. We have had a Gold Apple Award winner for the last couple of years, a Kentucky Teacher of the year finalist, as well as, certified and classified District Break the Mold Winners. Our school is also involved in a diverse list of service learning projects that include educating about and supporting the community and our world. We encourage our students to find ways to make a difference in our community and world. As a school, we have organized a "New Haven Serve Day" once a year that invites our students and families to come and participate in a variety of service projects that support community efforts.

As we plan our future, we recognize that our students' needs are changing as well. They need different challenges to help foster their curiosity and development in areas that prepare them globally such as technology, engineering, and manufacturing. This need presents itself with a desirable plan to not only provide opportunities but to make sure that the staff is also keeping up with the most current trends and strategies to engage our students. We are evolving educationally where the days of 1 basic lesson meeting the needs of students no longer exists. We recognize the need for a blended learning environment where traditional teaching and technology are merged so that every student's individual needs are being identified and met. Our goal is to continually improve the teaching and learning cycle keeping in-line with trending needs and changes that have scientifically proven results. It is a priority of our staff to stay informed in the latest research and trends so that we not only improve our craft, but provide the most efficient and effective modes of instruction for our students.

Areas of Improvement

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

Our historical achievement data in both reading and math have had upward trends for the last several years. We consistently decrease the number of novice performing students, keeping the percentage below 10% of our student body. Although we have not seen the KSA scores for this year, we have set a goal to close the gap for our students identified with disabilities, as well as, those who fall within the economically disadvantaged group.

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_08252025_16:55

2025-2026 Phase One: School Safety Report

New Haven Elementary School

Mary Goble

10854 Us 42 Hwy

Union, Kentucky, 41091

United States of America

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2025-2026 Phase One: School Safety Report

School 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires 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, KRS 156.095 requires 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 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) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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

2. Has the school provided local first responders and all school staff 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 the answer is "no", please explain in the comment box.

YES

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

YES

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

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

YES

5. Have 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 in the school office?

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

YES

Maintained in the district specified system (RAPTOR)

6. Are practices in place to control access to the 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 the answer is "no", please explain in the comment box.

YES

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

YES

8. Did the principal 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 most recent date the school completed this discussion in the comment box.

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

YES

August 11, 2025

9. 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

10. Has the cardiac emergency response plan 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

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

YES

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

YES

13. 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.

N/A

14. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

YES

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

YES

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

N/A

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

YES

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

YES



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08252025_16:53

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

New Haven Elementary School

Mary Goble

10854 Us 42 Hwy

Union, Kentucky, 41091

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.

Mary Goble
September 22, 2025



2025-2026 Phase Two: School Assurances_10012025_08:47

2025-2026 Phase Two: School Assurances

New Haven Elementary School

Mary Goble

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Union, Kentucky, 41091

United States of America

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for Schools_10012025_08:39

2025-2026 Phase Two: The Needs Assessment for Schools

New Haven Elementary School

Mary Goble

10854 Us 42 Hwy

Union, Kentucky, 41091

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.

Stakeholders involved:

Mary Goble, Principal, SBDM council members, School Leadership team (grade level leads, interventionists, counselors, and FRYSC), PTO, District Elementary Coordinator;

Timeline:

September / October

* Data analysis / 1 pager summaries from KSA accountability report; initial administrative team review

* Grade level PLCs analyze trends; strengths/ needs conversations; Implementation

and impact checks; propose targets & strategies.

* School leadership team synthesizes data, needs, and aligns resources.

* SBDM work session for final prioritization and approvals; documentation submitted.

Data Review:

Kentucky Summative Assessment accountability profile, internal benchmark / formatives, curricular data/ program data (including attendance and behavior)

Documentation:

SBDM agendas / minutes

PLC (leadership and team) agendas / topics of focus

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?

We implemented CSIP strategies anchored to the KCWPs: standards-aligned planning, high-leverage instructional routines, balanced assessment system, routine data cycles, tiered supports, and climate surveys. Wins included tighter Reading foundational-skills routines and PLC use of common checks / data review to ensure grade level movement. We will continue these practices while intensifying explicit progress monitoring and climate supports to close gaps between academic and climate indicators. (see current state below)

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.

Academic: KSA indicators in Reading / Mathematics and Science/SS/Writing are strong and relatively consistent with very minor shifts.

Climate and Safety: Our Quality of School Climate and Safety indicator trails academic indicators- this remains an area to improve upon relative to our otherwise strong profile.

Behavior: Data analyzed showed inconsistent trends last school year; specifically in the beginning of the year. Focus on solidifying processes for referrals and data

collection will be put into place, as well as, structured tier 1 lessons to be implemented in every classroom to address expectations.

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.

Overall rating is Blue.

Federal overall score: 90.9; State Overall score: 87.7

Indicator Scores:

- R/M = Federal 91.1 / State 87.2
- S/SS/W = Federal 91.2 / State 88.6
- QSC& S = Federal 85.4 / State 85.9

These results confirm high performance in academic indicators with comparatively lower (though still strong) climate / safety results, guiding our improvement emphasis.

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.
- Our Quality of School Climate and Safety (federal 85.4 / state 85.9) lags our academic indicator scores (federal 91.1/91.2 / state 87.6 / 88) which indicates a need to deepen tiered behavior, belonging, and attendance work while sustaining academic momentum.

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.
 - *High overall performance (Federal Overall 90.9 / State Overall 87.7)
 - *Balanced academic excellence (indicators at/above 87-91 across federal/state cuts)
 - *Established continuous-improvement routines across processes.
 - *Active, integral partnerships with 4 community agencies and local businesses.
 - *Seasoned teaching staff with 90% having above the required Bachelor's degree; including specialized certifications in other areas.
 - *Less than 2% turn over rate for staff.

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.
 - *Sustain PLC work: keep grade level PLCs on consistent cycles using common formative checks aligned with KSA success criteria to maintain academic indicators.
 - *House System & FRC work: expand house-based incentives to get more student

buy-in, FRC supports through community collaboration efforts, and family engagement aligned to climate targets as well as, ensuring student understanding of C&S survey language / vocabulary.

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

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

* Clarify non-negotiables; explicit modeling, cumulative review, and deliberate practice with feedback; increased structured partner talk (Kagan structures); and pre-planned tiered questioning that offer a variety of rigor.

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

* Implement a balanced system: brief, standard-aligned exit tickets that promote quick feedback; monthly common formatives; and deeper analysis of the benchmark data (implementing new district program NWEA 25-26 school year) Calibrate scoring with anchor responses; provide model assessments to use as templates vertically.

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

* PLC data protocol every 4-6 weeks; identify standards at risk; assign students to flexible groups; re-teach/enrich; and document impact checks.

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Comprehensive School Improvement Plan (CSIP)

New Haven Elementary School

November 2025

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.

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):

Increase the percentage of SWD (*Students With Disabilities*) scoring Proficient/Distinguished in reading on the 2026 KSA from 28% to 33%.

Strategy:

Implement high-leverage instructional routines and intensified tiered supports to close reading gaps. (KCWP: 2, 3, 4, and 5)

Activities:

1. Implement explicit decoding/ vocabulary / comprehension routines using HQIRs.
2. Ensure daily tiered intervention in conjunction with identified services.
3. Research and employ high-leverage co-teaching structures.
4. Provide accommodations with fidelity.
5. Plan and implement quarterly special education PLC alignment to ensure consistent implementation of plans, support, and adjustments.
6. Review individual student needs and current IEP goals to determine required service delivery models and corresponding schedules to ensure coordination of service minutes across grade levels to provide timely, consistent support without interrupting essential instructional blocks.

Progress Monitoring:

1. Specifically review SWD data once a month at grade level PLCs.
2. Review SWD progress and needs at each quarterly Special Education PLC.
3. Review intervention logs and progress monitoring once a month.
4. Walkthrough fidelity checks.
5. Semester audit of instructional and service times.

Funding:

IDEA, SBDM, Student Activity

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:

Increase both Reading and Math P/D to 80% by 2030.

Objective(s):

Increase overall reading to 72% P/D and Math to 70.3% P/D on the 2026 KSA.

Strategy:

Elevate Tier 1 instruction by ensuring alignment to KAS and utilizing balanced assessments to drive responsive, high-leverage teaching. (KCWP: 1, 2, 3, & 4)

Activities:

1. Focus weekly PLC cycles on unpacking priority standards, developing common learning targets and success criteria, and creating aligned formative checks.
2. Review evidence of student learning during weekly PLC cycles to adjust instruction and monitor the impact of Tier 1 practices.
3. Create and review monthly common formative assessments at each grade level.
4. Develop and implement a K-5 vertical at-risk standards tracker to identify priority standards showing persistent gaps in student mastery. (PLCs will update the tracker quarterly using common formative assessments, benchmark data, and work samples.)
5. Analyze and refine the preschool academic framework to ensure that developmentally appropriate instruction in phonological awareness, oral language, alphabet knowledge, number sense, and early problem solving using the KY Early Childhood Standards are in place.
6. Implement a PK team that meets bi-monthly to review student progress and overall growth for preschool students.
7. Review and plan reteaching cycles adjusting instructional routines based on the at-risk standards tracker.
8. Ensure schoolwide use of explicit modeling, guided practice, and structured routines to promote clarity of instruction and student engagement.
9. Ensure scheduled, dedicated intervention blocks are implemented for targeted skill development aligned to diagnostic and formative data.
10. Use NWEA assessment data in recurring cycles to monitor growth, refine instructional pacing, and determine necessary adjustments to core instruction and intervention practices.
11. Implement and refine the use of HQIRs; providing time for professional learning and discourse for revision.

Progress Monitoring:

1. Team PLC agendas and minutes.
2. Walkthrough qualitative and quantitative data.
3. Benchmark data reviews
4. Common assessment reporting

Funding:

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Priority Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the overall QSC&S from 85.9 to 90% by 2029.

Objective(s):

Increase the QSC&S to 87.5 in 2026.

Strategy:

Strengthen Tier 1 behavior expectations and belonging systems for all students.

Activities:

1. Deliver explicit schoolwide behavior lessons that teach common expectations, routines, and procedures using consistent language across classrooms and common areas PK-5th grade.
2. Reinforce lessons through modeling, practice, and feedback to ensure students understand and demonstrate expected behaviors.
3. Implement House events, meetings, and celebrations designed to build belonging, reinforce prosocial behaviors, and strengthen schoolwide culture.
4. Streamline and enhance the behavior referral data system to ensure accurate, consistent recording, coding, and analysis of incidents.
5. Train staff on data entry expectations, review monthly behavior data, and use trend data to inform adjustments, targeted interventions, and communication with families.
6. Deliver structured re-teaching modules in response to behavior trends identified through data review.
7. Strengthen collaboration with the FRC and identified community partners to provide wraparound supports addressing students' academic, behavioral, and social emotional needs.

Progress Monitoring:

1. Monthly PBIS team meetings to review behavior data.
2. Quarterly climate check-in with staff and House Leaders.
3. Walkthrough data and common area observations.
4. Referral analysis for SEB.

Funding:

FRC grant, General Fund, SBDM, Donations



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_03232026_12:18

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

New Haven Elementary School
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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3

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?

To provide a community where students are challenged, engaged, and independent learners who develop into responsible and productive members of society committed to continuous growth.

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. Curriculum, Instruction, and Assessment through the implementation of High Quality Instructional Resources.

2. Implementation of MTSS focusing on differentiation, engagement, as well as, behavioral needs.

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.)

Priority 1 supports the school's primary academic achievement goals. Specifically, it aligns with State Assessment results in reading and math (CSIP required Goal#2). The plan identified historical upward trends in these areas and sets targets to further decrease the percentage of students performing at the "novice" level. A central goal of the CSIP is to close the gap for students identified with disabilities and those who are economically disadvantaged. Professional learning around high-quality instructional resources is a strategy used to ensure these student groups receive effective, standards-aligned instruction.

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

Short term goal: Educators will demonstrate proficiency in navigating and utilizing adopted HQIRs for daily lesson implementation.

Long term goal: 100% alignment between classroom instruction, state standards, and assessments to improve student proficiency rates.

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

Improved student mastery of standards; increased teacher efficacy in using evidence-based resources, shift from resource-gathering to instructional delivery focus.

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. Data: lesson plans, PLC meeting minutes, walkthrough feedback, and common assessment data.

ii. Responsibility: Instructional Coach, Principal, Assistant Principal

iii. Frequency: Monthly walkthroughs, Weekly PLCs, scheduled data analysis based on pacing/assessment schedule.

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: Accomplished or Exemplary ratings on instructional walkthroughs, reduction in "novice" scores on district-wide interim assessments.

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

Targeted Audience: Teachers, instructional coaches, building administrators.

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?

Resources:

i. **Funding:** Title II, SBDM, District General Fund

ii. **Timeline:** August 2026; ongoing through May 2027

iii. **Supplies / resources:** HQIR materials/ manuals, district pacing guides, assessment platforms or assessments; standards.

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.

Ongoing supports: Principal / Instructional Coach / Team lead will participate in until internalizations, PLC conversations and data analysis of units and aligned assessments.

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.)

Priority 2 supports the school's Achievement Gap Goal and Quality of School Climate and Safety Goals related to the holistic needs of students and the school environment. The MTSS framework addresses social-emotional and behavioral needs, which directly impact school climate. The MTSS process is defined as a key strategy to support both student achievement and growth by providing targeted interventions based on relevant data. Additionally, focusing on differentiation and engagement through MTSS, the school supports its diverse learners.

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

Short Term: Use the universal assessments (surveys / screeners / diagnostics) and master schedule to create tiered intervention schedules to identify and service at-risk students. Create service groups based on targeted needs with data review dates in place.

Long Term: Reduce behavioral referrals by 20% and increase the percentage of students meeting growth targets in T2 and T3.

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

Intended results: Equitable access to instruction; improved student engagement; teachers skilled in proactive behavioral interventions and de-escalation strategies; design and implementation of academic differentiation.

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)?

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- ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
 - iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Evidence:

i: Data: Universal Screener results (MAP, Non-cog survey), Behavior referrals (IC reports), and progress monitoring data (Panorama), survey results (teacher / student groups).

ii: Responsibility: MTSS specialist, Teachers (classroom, Special Ed, EL), Counselors, Admin team

iii: Frequency: Quarterly data analysis, Bi-weekly progress monitoring reviews, Semester MAP data review; SEL results;

- 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**.

Indicator of success: Clearly defined system for interventions with protocol expectations; improved teacher perception data regarding student behaviors; narrowing of the achievement gap for students with disabilities and economically disadvantaged.

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

Targeted Audience: All educators, special education staff, school 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?

Resources:

i: Funding: SBDM, IDEA funds, Title II

ii: Dates: September 2026 ongoing through May 2027.

iii: Supplies: Screeners, research based reading / math interventions, SEL curriculum materials, access to data platforms (such as Panorama, IC, NWEA), HQIR materials for differentiation and intervention.

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.

Ongoing supports: PLC release time for special education team (no less than bi-monthly), identified release date/time for teams to analyze data and create response to data plans, scheduled time to analyze progress monitoring data for academic and behavioral information, creation of PBIS, MTSS committees with scheduled dates for the year, schoolwide communication of data analysis and response to data plans; bi-weekly check-ins with teams focused on data and planning (Domain 1) and solicit supports needed for plans.

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.**

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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