AES 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08292025_10:11

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Arnett Elementary School
Monica Crockett
3552 Kimberly Drive
Erlanger, Kentucky, 41018
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.

Monica Crockett

August 29, 2025

AES 2025-2026 Phase One: Executive Summary for Schools_08292025_10:12

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Arnett Elementary School was first established in 1962, and is located in Northern Kentucky, in the Erlanger-Elsmere Independent School District. Arnett Elementary School is uniquely located right on the boundary between Erlanger and Elsmere and serves students who reside in both cities. Arnett Elementary currently serves approximately 210 students. Our school is unique in the fact that it houses a portion of the district's public preschool program in addition to providing education to students in grades K-5. Arnett Elementary also serves students with moderate to severe disabilities for the four district elementary schools in the K-5 program. Arnett is a full Title I school, and along with 80% of our population being economically disadvantaged, there is also a high rate of student transiency that exists in our building, across our district boundaries, and within our Northern Kentucky region. This creates a unique set of challenges. Additionally, based upon Brigance data, close to 50% of our incoming K students enter the classroom 'unprepared' for the expectations of kindergarten. Fortunately, Arnett Elementary is at the heart of a tight knit community. The school community is known as much for their close relationships with the families as their education.

School Stakeholders

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

Arnett Elementary has monthly SBDM meetings focused on school improvement with adminstration, teachers, and parents. Arnett teachers and administration use an online platform to communicate with teachers about students, as well as send home weekly newsletters to all. We strive to engage parents through events where we invite families and community members into our school to build a positive culture focused on students. Our Title I parent compact allows families to give feedback and be fully involved as a partner in their child's education. Our counselor and Family Resource Center offer services and communications with students and families to help meet their needs both within and outside of the school day. We are proud of our community engagement and strive to continually meet the needs of our school population.

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.

It is the mission of Arnett Elementary School to embrace and attend to the individual needs of all students, regardless of the obstacles. Through constant collaboration with teachers, parents, families, and students, we strive to live our mission every day for the betterment of all children.

Notable Achievements

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

For the past several school years, Arnett Elementary School has been recognized as a PBIS School with a gold status. This means that Arnett Elementary School has implemented positive behavior interventions and supports at a high level and with fidelity throughout the school, as documented through the TFI (Tiered Fidelity Inventory). Each year, Arnett Elementary continues to add more layers of support, to both staff and students, within the PBIS approach to enhance the learning and success of students. At Arnett, we conduct MTSS meetings with a focus on the whole child- meaning we not only discuss student progress related to academics, but discuss the whole child in regards to social, emotional, and behavioral areas as well every 6 weeks. Arnett Elementary maintains safe spaces in all classrooms as a way to help students build on their self-regulation skills, and we continue to do so today. We have also added a sensory room for students to help with self-regulation. AES also expects all teachers to begin the day with morning meetings as a way to build relationships, discourse, and introduce speaking and listening skills while increasing the level of safety and learning in all learners. These morning meetings are built into our daily schedule, and are teach the students using The Character Effect- building on students strengths. Our school continues to teach and coach the staff on how to be trauma sensitive when it comes to analyzing and supporting students and families.

Areas of Improvement

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

Arnett Elementary School is working to reduce Novice in reading in math by at least 5% each year. We are solidifying tier 1 instruction in math and reading, as well as increasing time for writing instruction each day.

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 AES Phase Two: The Needs Assessment for Schools_09222025_13:24

2025-2026 Phase Two: The Needs Assessment for Schools

Arnett Elementary School
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2025-2026 Phase Two: The Needs Assessment for Schools 3

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.

Most data analysis occurs in grade level teams during weekly PLC meetings. These meetings include the following personnel: Principal, instructional coach, grade level teachers, counselor, and special education teachers. These teams each analyzed their MAP data on a student level, class level, and as a grade level in order to form instructional groups and set goals. On-going curriculum based student academic data is also reviewed at these meetings throughout the year in order to identify and address student needs. MTSS (Multi-Tiered System of Supports) meetings are held every 20 instructional days to discuss academic, behavioral, and social/ emotional student data, and include the Principal, instructional coach, grade level teachers, special education teachers, intervention (RTI) teacher, and counselors, along with

any additional services such as speech or EL. Additionally, in order to specifically monitor specific behavior needs, PBIS (Positive Behavior Interventions and Supports) teams meet at the following times and include the following team members: Tier 1 team (focusing on reviewing and analyzing school wide attendance and behavior trends) meets monthly and includes a parent member, the principal, a counselor, the instructional coach, 4 teachers, 1 special education teacher. Tier 2 team (focusing on teacher referrals for individual students needs based on behavior data) meets monthly and includes the principal, counselor, instructional coach, and teacher; Tier 3 team (focusing on students needing intensive behavior interventions) meets weekly and includes all of the previous team members. Meetings are documented through calendar invites, the meeting minutes and agenda that are kept and shared through Google Drive. SBDM (School Based Decision Making) Council meets monthly and is presented with data, which is discussed, analyzed, and reviewed. Plans are discussed to how best to impact student achievement and to support teachers through the use of instructional resources and professional learning opportunities.

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?

Our goals were to collaborate with district administration, school staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2023-2024 levels as measured by state assessments. Some of the strategies that we specifically implemented to help move us toward this goal at Arnett was implementing the following:

Ongoing school wide classroom walkthroughs and feedback conversations

Weekly PLC's where analysis of instruction, and mastery of the standards are the heart of the work.

Embedded professional development through Illustrative Math program for all teachers related to current instructional practice.

These strategies have helped us to improve outcomes, and while we may continue to implement these strategies, we will also implement additional strategies. This year, we will continue to implement classroom walkthroughs as well as data driven instruction. Teachers will continue to analyze student work during PLC's, but will take it to the next step of identifying what part of the standard students struggled with, and how we now remediate that learning gap. We will also work to improve student ability to explain their thinking.

Another area of focus is responsibility centered discipline, which helps our students understand the focus and expectations in each classroom. We had a full day training at the beginning of the year, plus we hold monthly PLC meetings focused on behavior intervention strategies. We have partnered with our Co-Op to have someone come in to observe and mentor teachers who struggle with classroom

behaviors, so that all students in the classroom have an opportunity to learn in the best environment possible.

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.

From 2024 to 2025, the percent of students who scored proficient/distinguished in reading increased from 23.7% to 37.8%, a 14.1% increase. Our novice number for reading went from 43% to 29.9%, a 13.1% decrease in novice scores.

In math, our proficient/distinguished went from 18.3% in 2024 to 25.2% in 2025, an increase of 6.9%. Our novice scores in math went from 48.4% in 2024 to 41.4% in 2025, a 7% decrease in our novice scores.

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.

We continue to analyze KSA scores, Brigance data, Acadience monitoring, and MAP data three times per year, as well as look at trends in data across multiple years. As the KSA scores are not yet available to monitor trends in our Gap groups, we will revisit this information and make changes as necessary when scores and more in-depth data is released from KDE. We continuously monitor our students in achievement gap groups (free and reduced lunch, ELL students, etc.) to ensure growth in each of those areas. Currently, 37.8% of our students are proficient/ distinguished in reading, and 25.2% in math.

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.

Whole school evidence based SEL practices such as The Character Effect and Caring School Community, as well as Why Try and Mind Up curriculum implemented for small group SEL intervention/instruction. Preschool provides the Pyramid Modules for SEL instruction. Arnett's PBIS school-wide structure and procedures are documented as affected by the TFI scores received during implementation/fidelity checks. Monthly Parent/Family engagement events to bring families into the school and help us be a part of our school community.

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.

- We have active partnerships with five community organizations and businesses.

- Seventy-five percent (75%) of our K-5 teachers, admin team, and interventionists are LETRS trained, or are currently participating in high-quality professional learning through the Kentucky Reading Academies (of those, eighty-six percent (86%) of teachers who teach reading/language arts have gone through, or are going through, LETRS training).

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 utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups. Reading achievement has increased from 23.7% proficient/distinguished to 37.8%. Math achievement has increased from 18.3% proficient/distinguished to 25.2%. We will continue to work on systems of support to increase these numbers.

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

Annual SBDM review of the curriculum, instructional best practices, and review of associated data. Curriculum committees to review the aforementioned data. Ongoing MTSS meetings and PLC team meetings to set goals and analyze student achievement of the standards. KDE Phases (4) of the annual CSIP/CDIP processes.

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

Annual SBDM review of the curriculum, instructional best practices, and review of associated data; Ongoing walkthrough data collected during classroom instruction analyzed by the leadership team; The implementation and analysis of the Panorama survey by homeroom teachers and school counselor in order to identify additional obstacles that students may be facing in regards to mental health and well-being. KDE Phases (4) of the annual CSIP/CDIP processes.

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

Participation in district-wide norm referenced assessment through NWEA platform using MAPs. Continued classroom walkthroughs and certified evaluations are used to monitor, and provide feedback. During weekly PLC meetings, teachers work with the instructional coach to design effective assessments for student learning. KDE Phases (4) of the annual CSIP/CDIP processes.

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

Participation in district-wide norm referenced assessment through NWEA platform using MAPs, and analyzing said data with teachers at a faculty meeting, setting goals and then monitoring student progress. Continued walkthrough and certified evaluations are also used to monitor, provide feedback, and help craft effective assessments for student learning. Ongoing MTSS meetings and PLC team meetings to monitor student goals and analyze curriculum based assessments. KDE Phases (4) of the annual CSIP/CDIP processes.

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

Weekly grade level PLC meetings monitor student goals, practice and plan lesson internalization, and analyze curriculum based assessments as well as student MAP data. MTSS meetings every 20 instructional days to review progress of individual students academically, behaviorally, and social/emotionally in order to develop an instructional plan for individual student growth.

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

Whole school evidence based SEL practices such as The Character Effect and Caring School Community, as well as Why Try and Mind Up curriculum implemented for small group SEL intervention/instruction. Preschool provides the Pyramid Modules for SEL instruction. Arnett's PBIS school-wide structure and procedures are documented as affected by the TFI scores received during implementation/fidelity checks. Monthly Parent/Family engagement events to bring families into the school and help us be a part of our school community.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 AES Phase Two: School Assurances_09222025_13:25

2025-2026 Phase Two: School Assurances

Arnett Elementary School
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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)

2025-2026 AES Phase Three: Comprehensive School Improvement Plan_11062025_14:08

2025-2026 Phase Three: Comprehensive School Improvement Plan

Arnett Elementary School
Monica Crockett
3552 Kimberly Drive
Erlanger, Kentucky, 41018
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan 3

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name

2025-2026 AES CSIP Phase 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
2025-2026 AES CSIP Phase 3	2025-2026 AES CSIP Phase 3	• 1

2025-2026 AES Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_01302026_13:50

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

Arnett Elementary School
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3552 Kimberly Drive
Erlanger, Kentucky, 41018
United States of America

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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?

It is the mission of Arnett Elementary School to embrace and attend to the individual needs of our students, regardless of the obstacles.

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?**

The top two focus areas requiring professional development are the continued focus on our tier 1 reading and math instruction, and development of our writing curriculum.

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.)

Collaborate with stakeholders to increase the percentage of students scoring proficient and distinguished in reading and math from their 2024-2025 levels as measured by state assessment. We will make a continued use of a 5% goal each year over the next several years.

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

Objective 1: Foster continuous growth in reading and math

Objective 2: Foster continuous growth of professional learning to support student success

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

The intended results will be higher student engagement, a 5% decrease in Novice/ Apprentice scores, and a 5% increase in Proficient/Distinguished scores on KSA.

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.)

We will continuously monitor the evidence of implementation through classroom implementation and assessment data, walkthrough data, and teacher evaluation ratings. Progress monitored monthly, and reviewed annually for effectiveness.

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**.

Provide teachers with ongoing training and coaching in Illustrative math and EL reading curriculum. Formative assessment data around Reading and Math instructional materials and practices. Data analysis occurs at PLC meetings to determine gaps and work with instructional coach to determine next steps for instructional plan. Grade-level teams give common formative and summative assessments. Specified school wide intervention schedule, High quality intervention materials. Continued coaching cycles and participation in the district's teacher mentor support program. Grade Level PLC meetings where analysis of instruction and mastery of the standards are the heart of the work

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

All teachers of K-5 reading and math instruction, regular and special education 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?

EL instructional resources; Phonics curriculum; Illustrative Math curriculum. High quality professional development around new curriculum; collaboration with other district teachers and leaders. This learning will begin in August and continue during PD/PLC days through CBPL cohorts throughout the school year.

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.

District level coaches will work with teacher teams monthly, building level coaches will lead weekly professional learning communities using instructional resources from professional development; PLC time for teachers to analyze student work or cooperatively plan.

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.)

Collaborate with stakeholders to increase the percentage of students scoring proficient and distinguished in writing from their 2024-2025 levels as measured by state assessment. We will make a continued use of a 5% goal each year over the next several years.

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

Objective 1: Foster continuous growth in writing

Objective 2: Foster continuous growth of professional learning to support student success

We would need to provide teachers with continued training in the implementation and refinement of cross-curricular writing lessons. The short term would be some explicit instruction and training, observation of great examples in the classroom. Long-term follow up through out the year during walk-throughs and feedback conversations would be needed to maintain and improve the implementation of the strategies in the classroom setting.

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

The intended results will be a 5% decrease in Novice/Apprentice scores, and a 5% increase in Proficient/Distinguished scores on KSA. Additionally, there would be higher buy-in from staff and higher fidelity of implementation which would lead to more engagement from students, more engaged educators, lower staff turnover, and improvement of writing for multiple purposes across all subject areas.

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.)

We will continuously monitor the evidence of implementation through classroom implementation and assessment data, walkthrough data, and teacher evaluation ratings. Progress monitored monthly, and reviewed annually for effectiveness.

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**.

Provide teachers with ongoing training and coaching in writing across curriculum areas. Formative writing data and instructional materials and practices. Data analysis occurs at PLC meetings to determine gaps and work with instructional coach to determine next steps for instructional plan. Continued coaching cycles and participation in the district's teacher mentor support program. Grade Level PLC meetings where analysis of instruction and mastery of the standards are the heart of the work.

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

All teachers of K-5 writing instruction, regular and special education 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?

Writing instructional resources; high quality professional development around writing; collaboration with other district teachers and leaders; ongoing coaching support by admin and instructional coaches, PLC and walkthrough conversations for feedback. This learning will begin in August and continue during PD/PLC days through CBPL cohorts throughout the school year.

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.

District level coaches will work with teacher teams monthly, building level coaches will lead weekly professional learning communities using instructional resources from professional development; PLC time for teachers to analyze student work or cooperatively plan.

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)