MES 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08292025_10:27

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Miles Elementary School
Reena Connelly
208 Sunset Ave.
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.

Reena Connelly

9/17/2025

MES 2025-2026 Phase One: Executive Summary for Schools_08292025_10:28

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?

Miles Elementary is located in the tight-knit community of Erlanger. The school serves approximately 265 students in grade K-5. Our school serves students from a variety of races, ethnicities, and socio-economic backgrounds. This diversity is a true strength, as it allows our students to learn from one another, develop empathy, and gain a deeper understanding of the world around them. Due to a consistent increase in transiency, our school body continues to become more diverse each year, and our teachers continue to develop instructional practices to best meet the needs of the students we serve.

School Stakeholders

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

The stakeholder groups at Miles are our students, staff, families, and community members. Our staff have multiple opportunities to be involved and engage with the improvement plan process through PLC/PD meetings, goal setting, and SBDM. Surveys are typically sent out to families throughout the year involving needs, PBIS, title I, and school improvement. Parents are also invited to attend SBDM meetings and serve on our council. Students are given a survey by the counselor about their feelings towards school to help inform the staff in making decisions.

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.

The mission at Miles Elementary is that the staff of Miles Elementary School shall provide a quality, standards-based education for all students in a safe, secure and positive learning environment regardless of any and all barriers to learning. Our school embodies our mission through offering a variety of instructional programs that are focused on meeting all students' needs. Some of the program offerings include, but are not limited to, Fishtank ELA Plus Reading Curriculum, Phonics95 for grades K-2, Illustrative Math, Literacy Footprints, Lexia, Reflex/Frax Math, PBIS implementation, Restorative Practices, Social Decision Making, Second Steps, and K-5 implementation of Character Strong. Our teachers are dedicated to monitoring student progress through analysis of MAP, reading levels, phonics screeners,

common assessments, meeting weekly in PLCs and monthly for MTSS meetings. Additionally, the staff has worked collaboratively to create a motto that helps guide our work and our philosophy as a school, which is, "to connect, love, and inspire so that supported students can learn and grow!" The staff at Miles Elementary are committed to developing a community of empowerment, respect, and growth among all stakeholders.

Notable Achievements

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

The staff at Miles has shown an unwavering dedication and commitment to our mission of provided students a rigorous education regardless of the obstacles. The implementation of the PBIS model and the MTSS process has been instrumental in our success. We have seen incredible growth in our students reading skills, as evidenced by their Phonics screeners and a decrease in students needing tier II and III reading interventions.

Areas of Improvement

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

We remain steadfast in our commitment to strengthening Tier I core instruction by providing high-quality instructional resources and teacher-driven professional development opportunities, including KAGAN and Restorative Practices. Looking ahead, we are excited to continue utilizing our professional development resources to further enhance high-level questioning, critical thinking skills, and Tier I student achievement data over the next three years. Since we have seen improvements in reading, we are targeting math and writing instruction.

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 MES Phase Two: The Needs Assessment for Schools_09222025_13:32

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

Data is reviewed and analyzed by our school leadership team comprised of our instructional coach, school counselor, FRYSC and principal on a weekly basis. Data reviewed on this team includes academic, behavioral, social/emotional, attendance, and family need survey data. From our discussions, we determine a process of how we are going to move forward with the rest of the building in reviewing, analyzing, and applying the data results.

Academic formative assessment data is analyzed daily by our teachers to inform their instruction. All teachers meet weekly in grade level PLCs to analyze focus tasks and longitudinal data to reflect on and drive instruction to meet the diverse learning

needs of our students. MTSS meetings are also pre-scheduled and held every 20 instructional days to review progress of students currently receiving tiered academic and behavioral interventions. Stakeholders involved in the meetings are the principal, instructional coach, school counselor, classroom teachers, resource teachers, title I teacher, speech and language pathologist, and other district support personnel as needed.

Attendance and behavioral data is analyzed and discussed by our PBIS Committee. The PBIS Committee moves forward with communicating attendance and behavioral data to the staff on a monthly basis as well as collaborating with the staff on solutions to positively improve attendance and behavior to increase our school climate and culture. Our PBIS teams also meets monthly to review Tier 2&3 behavior plan data and referrals submitted by teachers. We implement a TFI to assess our growth and next steps as a school in Tier 1 - Tier 3 PBIS practices.

Our Family Resource Coordinator uses family needs survey data to assess the needs of our families to bridge barriers that exist between home and school, collaborating with our advisory council to do so.

As always, our SBDM Council is analyzing and discussing student achievement and CSIP progress monitoring data on a monthly basis to make informed decisions that will positively impact the academic needs of our students and give the resources our teachers need to be successful with our students. Our staff utilizes instructional and behavioral data to help develop plans, collaboratively with teachers, for our four professional development days and our five PLC days.

All meetings are documented on our school calendar, including an agenda and minutes.

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?

During the 2024-2025 school year, teachers and staff focused on the continued revision of our ELA pacing guides, assessments, and instructional resources utilizing our FishTank ELA Plus. Additionally, staff maintained a focus on professional learning surrounding the science of reading through LETRS and our 95Phonics program. Teachers participated in peer walkthroughs and a peer feedback process that combined both the school-wide focus of high yield instructional strategies, peer to peer academic discussion, and student engagement with each individual teacher's specific feedback request.

Throughout the school year, we continued our focus on implementing cooperative learning structures on a daily basis throughout all content areas and teachers participated in live coaching sessions with a member of the admin team to help facilitate and provide feedback on the structures in real time.

For math instruction, teachers piloted implementing math tasks from Building Thinking Classrooms, while also continuing the work of vertical alignment for vocabulary and instructional strategies.

These strategies all yielded positive results, backed by instructional data, and teacher input surveys. These results will help inform this year's plan by continuing to build up on the successful strategies.

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.

While our school-wide data and KSA data are trending in a positive direction, it is still vital to address the percentage of students scoring proficient and distinguished in math. Additionally, we have a large apprentice group in science, social studies, and combined writing.

Our current math data has only 1 in every 3 students scoring proficient or distinguished. Growth in math has not matched our growth in other content areas.

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.

Miles Elementary saw significant growth in reading and writing scores. Our tiered interventions numbers for reading continue to decline each year, with more and more students reaching grade level benchmarks in reading. Currently, we have 38 students (less than 10%) who are receiving pull out intervention services for reading.

Our average MAP percentile for both reading and math is 55%ile for Spring of 2025. However, a higher percentage of our students scored proficient and distinguished on KSA reading than they did on KSA math.

Our current MAP data for fall of 2025 for math has 22% of students scoring at or below the 20%ile, while 34% of students are scoring at 61%ile or higher. The 2025 fall MAP data for reading shows 23% of students scoring at or below the 20%ile, while 39% are of students are scoring at the 61%ile or higher.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

The culture and climate of Miles Elementary continues to trend in a positive direction. During the last school year, parents volunteered over 360 hours to assist in a variety of activities. Additionally, family engagement events are very well attended and approximately 80% of our parents attend an in person parent teacher conference.

Additionally, our behavior data trends in a positive direction. We currently have two students in tier III behavior support and 0 behavior referrals for the school year.

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.

Our community partnerships remain strong with local businesses and organizations who help provide many services (academic and non academic) to our students and families.

Our reading instruction (especially in phonics) continues to strengthen, thanks in large part to the high quality professional learning through the Kentucky Reading Academies. The evidence for this is in the decrease in the number of students needing tier II/III reading supports, the increase in percentage of students meeting phonics benchmarks, and the increase in our reading MAP/KSA scores.

Our behavior data continues to trend in a positive direction, with only two students needing tier III services so far this school year.

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 continue to partner with the YMCA to provide academic support groups in our after school program and leveraging our community partners for our career fair/hands on projects with our students.

We will continue to leverage our positive school culture/climate to continue peer observations/feedback to enhance instruction throughout the building.

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

The focus this school year will be on math instruction professional development, standards, and assessments.

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

The focus this school year will be on math instruction professional development, instructional strategies, intentional high leverage questions, and assessments.

Additionally, we will be implementing our school-wide SEL program: Character Strong.

8c. KCWP 3: Design and Deliver Assessment Literacy

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

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

- ● **No**
- ○ Yes

COMMENTS

n/a

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

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

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

- ○ No
- ● **Yes**

COMMENTS

We have an intentional focus on the PLC process, specifically in regards to math, to analyze student work samples, assessments, apply to standards, etc.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

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

- ● **No**
- ○ Yes

COMMENTS

n/a

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

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

- ● **No**

○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 MES Phase Two: School Assurances_09222025_13:33

2025-2026 Phase Two: School Assurances

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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 MES Phase Three: Comprehensive School Improvement Plan_11062025_14:13

2025-2026 Phase Three: Comprehensive School Improvement Plan

Miles Elementary School
Reena Connelly
208 Sunset Ave.
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

Miles CSIP 25-26

Attachment Summary

Attachment Name	Description	Associated Item(s)
Miles CSIP 25-26	The 2025-2026 CSIP for Miles Elementary.	• 1

2025-2026 MES Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_01302026_13:53

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

Miles Elementary School
Reena Connelly
208 Sunset Ave.
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?

The staff of Miles Elementary School shall provide a quality, standards-based education for all students while teaching all students in a safe, secure and positive learning environment. Miles Elementary staff will connect, love, and inspire so that supported students can learn and grow.

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. Core Instruction Development that increases proficiency in math.

2. Core Instruction Development that increases proficiency in literacy.

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.)

Students continue to make growth in all content areas. However, less than 50% of our students are scoring proficient and distinguished in math. Our goal is to increase the number of students scoring proficient and distinguished in math from 38% to 50%. In order to do so, we will need to continue to focus on the improvement of our core instruction, increasing the rigor of our questions/tasks, being intentional with writing across contents and vocabulary.

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

Our long term objective is to increase professional, research based knowledge around math instruction to increase proficiency to 75% by 2028.

1. All staff will participate in CBPL with our HQIR, Illustrative Mathematics.

2. Classrooms will implement building thinking classroom tasks and have an inquiry based approach to math instruction.

3. Data driven PLCs will be utilized weekly for lesson/unit internalization, analyzing student work samples, and making instructional decisions.

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

Staff will develop an understanding of conceptual mathematical processes, develop vertically aligned mathematical strategies, and student achievement will increase.

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. Student work samples, curriculum based assessments, peer observation data, walkthrough data, and coaching walkthrough data.

II. teachers, instructional coach, and principal, grade level teachers across the district

III. Monthly at MTSS Meetings, during bi-weekly PLC meetings, and 3 times a year through benchmark assessments

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**.

Increase in proficiency on common assessment data, vertical alignment of vocabulary/strategies, increase in proficiency on MAP and KSA.

Evidence: pacing guides, PLC agendas/notes, MTSS meeting agendas/notes, KSA scores, MAP scores, lesson plans

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

All elementary teachers, instructional coach, administrator

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
i. What funding source(s) will be utilized to support this professional development?
ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
iii. What supplies and resources will be needed to implement this professional development?

I. District funding resources

II. Our district leadership team has organized district wide CBPL by grade level bands that will be implemented on each of our PD/PLC Days. This will begin in August and be ongoing throughout the school year.

III. Instructional resources, HQIR internalization processes

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.

Continued curriculum based professional learning within the district, coaching cycles with instructional coach, bi-weekly plc meetings focused on math data/ student work samples, lesson/unit internalization processes

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.)

Students continue to make growth in all content areas. However, less than 50% of our students are scoring proficient and distinguished in reading. Our goal is to increase the number of students scoring proficient and distinguished in math from 43% to 55%. In order to do so, we will need to continue to focus on the improvement of our core instruction, increasing the rigor of our questions/tasks, being intentional with writing across contents and vocabulary.

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

Our long term objective is to increase professional, research based knowledge around math instruction to increase proficiency to 75% by 2028.

1. All staff will participate in CBPL with our HQIR, EL for Education and 95Phonics.

2. Data driven PLCs will be utilized weekly for lesson/unit internalization, analyzing student work samples, and making instructional decisions.

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

Increase in proficiency on common assessment data, vertical alignment of vocabulary/strategies, increase in proficiency on MAP and KSA.

Evidence: pacing guides, PLC agendas/notes, MTSS meeting agendas/notes, KSA scores, MAP scores, lesson plans

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. Student work samples, curriculum based assessments, peer observation data, walkthrough data, and coaching walkthrough data.

II. teachers, instructional coach, and principal

III. Monthly at MTSS Meetings, during bi-weekly PLC meetings, and 3 times a year through benchmark assessments

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**.

Increase in proficiency on common assessment data, vertical alignment of vocabulary/strategies, increase in proficiency on MAP and KSA.

Evidence: pacing guides, PLC agendas/notes, MTSS meeting agendas/notes, KSA scores, MAP scores, lesson plans

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

All elementary teachers, instructional coach, administrator

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

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

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

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

I. District funding to purchase instructional resources.

II. August 2025 is the start date and professional development will be ongoing throughout the year with dates built into the calendar monthly.

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.

Continued curriculum based professional learning within the district, coaching cycles with instructional coach, bi-weekly plc meetings focused on math data/ student work samples

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)