HES 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08292025_10:15

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Howell Elementary School
Tiffany Gruen
909 Central Row
Elsmere, 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.

Tiffany Gruen, 9-19-25

HES 2025-2026 Phase One: Executive Summary for Schools_08292025_10:17

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?

Dorothy Howell Elementary is located in Elsmere, Kentucky, a part of the Erlanger-Elsmere Independent School District. DHES serves approximately 300 students across a diverse array of cultural and socio-economic backgrounds. DHES students, staff and families pride themselves in their small town, collaborative community, while still being located in the bustling Kenton County in Northern Kentucky. The school and community work in partnership to best meet the needs of all of our students and stakeholders. Over the last three years, we have seen an increase in home values, which has led to an increase in rent for some of our families.

School Stakeholders

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

Parent/guardians, staff, students and the community are our stakeholders. We engage with stakeholders through committees, SBDM, communication newsletters, feedback surveys and ongoing communication.

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.

Parent/guardians, staff, students and the community are our stakeholders. We engage with stakeholders through committees, SBDM, communication newsletters, feedback surveys and ongoing communication.

Notable Achievements

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

Achievements over the last 3 years- increased teacher retention, reduction in behavior referrals, reduction in students in the PBIS Tier 2/3 support system; implementation of HQIRs in foundations, math and reading

Areas of Improvement

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

increased reading proficiency and math proficiency, increased culture and climate student survey results

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 HES Phase Two: The Needs Assessment for Schools_09222025_13:26

2025-2026 Phase Two: The Needs Assessment for Schools

Howell Elementary School
Tiffany Gruen
909 Central Row
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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.

Our school needs are systematically reviewed, analyzed and applied in our instructional decision making on multiple levels and fronts.

Site Based Decision Making Council- Our SBDM meets monthly and analyzes school-wide performance data for KSA, MAP and our reading composite benchmarks. The council determines areas of need and growth and determines how SBDM and our budget can be used to support turnaround practices, teacher professional learning and student goal setting. Our SBDM is provided reports and presentations on the impact of instruction and the investment in the HQIRs and implementation status. SBDM is made up of three teacher representatives, two parents and chaired by the

principal. Meetings are documented with posted/shared agendas and minutes. In addition, SBDM analyzes policies to determine school level practices that impact student outcomes.

Partnership with KDE Department of Early Literacy with the Read to Succeed literacy specialist.

Professional development with the PIMSER Numeracy Counts Administrator Academy and the Kentucky Numeracy Academy.

Development of the Math Leadership Team to analyze classroom protocols and practices aligned with the math HQIR and research-based practices.

Participation in the KDE KY Early Literacy Learning Network to analyze early literacy practices and resources.

ELA, Math and Foundations Walkthroughs- Our math, ELA and foundations instruction is consistently reviewed with tiered walkthroughs conducted by the principal and instructional coach and immediately given to teachers, utilizing KDE's Instructional Practice Guides. Review of walkthrough data is reviewed by the leadership team after each round of walkthroughs and implements the schedule of the next set of walkthroughs. On-going professional development with the Professional development with the PIMSER Numeracy Counts Administrator Academy and the

ELA and Math Curriculum Based Professional Learning Implementation Protocols- These are used regularly through professional development days and weekly Professional Learning Community grade level meetings. This is documented in our PD agendas and our school-wide calendar. All instructional teachers and support teachers participate.

Professional Learning Communities- Our PLCs meet weekly and are led by the grade level and our instructional coach. The instructional coach and principal meet prior to all PLCs to ensure content and data analysis is meeting the instructional needs and practices of the student work analysis that is occurring. PLCs focus on the analysis of CBPL protocols, formative and summative assessments, including tier 1 instructional assessments, unit and module assessments, performance tasks, reading composite progress monitoring, and benchmarks such as MAP, PASS, reading composites and KSA. PLCs are documented with agendas and slide decks.

MTSS Tier 2/3 Meetings- These occur with grade level teams and wrap around support teams (academic interventionists, speech/language teacher, English language learners teacher, counselors, instructional coach and principal) every 6 weeks. These meetings focus on analyzing the progress monitoring and benchmarks of students that are receiving Tier 2 and 3 academic and behavior interventions. At these meetings we analyze the goals of the student, the implication of the interventions, the fidelity of the intervention, any barriers presented to the student that need to be addressed and next steps for the student within their intervention. We also look at the grade level data collectively in terms of how many students are receiving Tier 2 and 3 interventions and how this is impacted by Tier 1 instructional practices (which then leads to the weekly

Professional Learning Communities work). These meetings are documented with running records and MTSS data forms for each student discussed.

PBIS Tier 1 Committee Meetings- This group meets monthly to analyze our positive behavior intervention system success and needs. We analyze classroom behavior data through tracking percentages of positive and negative feedback students are given and how this impacts student success in the classroom. We also analyze any concerns with behavior through a structural lens of where such behaviors occur and under what conditions. With this information, successes are celebrated and next steps are communicated with staff. This committee is made up of primary and intermediate teacher representatives, parent representatives, the primary counselor, instructional coach, principal and chaired by the intermediate counselor. These meetings are documented with agendas and minutes.

PBIS Tier 2/3 Committee Meetings- This group meets monthly to analyze the interventions and practices for students receiving Tier 2 and 3 behavior supports. Classroom feedback and practices are analyzed and work with the district psychologist helps to best address the social emotional needs of students and to provide supports for the student and the family. This group also informs the work of any students that are referred to our district Primary Academy, which supports restructuring student success through the lens of structured academics paired with intensive counseling and therapy. This committee is made up of the intermediate counselor, principal, instructional coach, district psychologist and chaired by the primary counselor. These meetings are documented with agendas and minutes.

Administration Team- The school administration team meets weekly to analyze data, school successes and needs and to develop a weekly communication for staff and families to continue to meet the needs of the students and school. This group is comprised of the principal, instructional coach, counselors and the Family Resource Coordinator. These meetings are documented with agendas, communication builders and communication outputs.

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?

The 2024-2025 Comprehensive School Improvement Plan was implemented and focused on the continued work of implementing high quality instructional resources in EL Education, Illustrative Math and Phonics to Reading by providing explicit and timely feedback to teachers using the Instructional Practice Guides, while also centering professional learning community work on the curriculum based professional learning unit and lesson internalization protocols. This was in order to use the resources and aligned professional learning in order to increase student proficiency at all grade levels in math and ELA.

Last year's CSIP impacted the 2023-2024 school year through a variety of ways. Teachers are implementing and growing through the process of using high quality instructional resources in both ELA and Math within the development of a locally

designed curriculum. While that work has continued, we have added the consult and literacy coaching of a KDE Literacy coach to help give even more timely and explicit feedback to teachers in grades kindergarten through third grade, while simultaneously continuing the CBPL work and building the executive functioning skills of students in grades 3-5.

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.

In 2024-2025, 25% of 3rd, 4th and 5th graders were proficient/distinguished in reading, according to KSA, an increase of 4% from 2023-2024.

In 2024-2025, 9% of 3rd, 4th, and 5th grders were proficient/distinguished in math, according to KSA, remaining the same as 2023-2024.

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.

In addition to the KSA Data listed above, according to local benchmark assessments in reading 51% of our students are novice, while 20% are apprentice and 29% are proficient/distinguished.

In addition to the KSA Data listed above, according to local benchmark assessments in math 56% of our students are novice in math, while 19% are apprentice and 25% are proficient/distinguished.

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

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

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Our average daily attendance has increased from 94.89% to 98.92%

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.

Direct work regarding improving student attendance and curriculum accessibilty has provided more opportunities to directly positively impact student learning.

Reducing chronic Absenteeism over the last 3 years by 10%

Chronically Absent, %	22-23 66, 19.5%	23-24 46, 15.18%	24-25 32, 9.97%

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.

Utilizing direct feedback and curriculum based professional development, our use of high quality instructional resources will be systematically supported to ensure teacher mastery, student understanding/mastery and growth.

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

Partnership with KDE Department of Early Literacy Literacy Specialist

Utilization of HQIRs for reading, math and foundations

Curriculum Based Professional Learning Protocols

Instructional Practice Guides Walkthrough Forms/System

Professional Learning Communities

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

Partnership with KDE Department of Early Literacy Literacy Specialist

Utilization of HQIRs for reading, math and foundations

Curriculum Based Professional Learning Protocols

Instructional Practice Guides Walkthrough Forms/System

MTSS Tier 1 Meetings/Data Analysis

MTSS Tier ⅔ Meetings/Data Analysis

Professional Learning Communities

MAP and fluency goal setting

PBIS tiered committee meetings and walkthroughs

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

Formative and Summative Assessments per unit/module

Performance Tasks per module

MAP- Beginning, Middle and End of Year

Reading Fluency Checks- Benchmark (Beginning, Middle and End of Year); Progress Monitoring- weekly for well below, bi-weekly for below and monthly for at and above

PLC and MTSS meetings to analyze all of the responses/data.

Weekly Flashback protocols

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

MTSS Tier 1 Meetings

MTSS Tier ⅔ Meetings

PBIS Tier 1 Meetings

PBIS TIer ⅔ Meetings

Weekly Professional Learning Community Meetings with CBPL Protocols and Student Work Analysis

SBDM Meetings

Weekly Flashback protocols

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

Profile of a Gator and Digital Portfolios ensure that all students have access to positive, equitable and inclusive learning experiences.

The MTSS System of Data Collection and Analysis paired with the Professional Learning Community CBPL system and Instructional Practices Guide walkthrough format ensures the organization of the framework.

Partnership with KDE Department of Early Literacy Literacy Specialist

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

Profile of a Gator/Digital Portfolio ensure that all students have access to positive, equitable and inclusive learning experiences.

Leadership opportunities to build student leadership capacity exist through Leadership Lab (5th grade), Student Government (3-5th grades), Gator Pals (schoolwide) and achievement of Profile Attribute badges, connected to the Profile of a Gator.

Goal setting across MTSS systems exists at all levels.

PBIS celebrations of monthly goals achieved.

Trimester Awards for academic achievements

Character Strength Student of the Month recognition

The Great Gator Race Attendance recognition

Partnership with KDE Department of Early Literacy Literacy Specialist

Attachment Summary

Attachment Name	Description	Associated Item(s)
DHES School Key Elementary 25-26		.

2025-2026 HES Phase Two: School Assurances_09222025_13:27

2025-2026 Phase Two: School Assurances

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Tiffany Gruen
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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 HES Phase Three: Comprehensive School Improvement Plan_11062025_14:10

2025-2026 Phase Three: Comprehensive School Improvement Plan

Howell Elementary School
Tiffany Gruen
909 Central Row
Elsmere, 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

Howell CSIP

Attachment Summary

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

2025-2026 HES Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_01302026_13:51

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

Howell Elementary School
Tiffany Gruen
909 Central Row
Elsmere, 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 Dorothy Howell Elementary, in collaboration with the community, shall provide positive social, emotional, academic experiences and supports for all students in order to become lifelong learners and productive citizens.

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. Improve ELA instructional practices in core instruction in order to increase student proficiency.

2. Improve math instructional practices in core instruction in order to increase student proficiency.

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.)

Increase proficiency in reading and writing.

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

Analyze, model and implement effective instructional literacy practices.

Analyze student data to determine areas of need, areas of strength and to plan instruction to close academic gaps.

Analyze curriculum and curricular decisions to identify curricular gaps and to plan instruction to close such gaps.

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

Increase in student accuracy on classroom formative and summative assessments.

Increase in student proficiency on MAP, Acadience and KSA assessments.

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

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

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

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

Instructional practice guide walk throughs, unit and lesson Internalization, Student work samples, grade level formative and summative assessments, evaluations, classroom walkthroughs gathered by teachers/instructional coach and principal and

will be analyzed weekly in grade level PLC meetings, every 6 weeks in MTSS Tier 2/3 meetings and three times a year for writing analysis.

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

Indicators of success will be increased student reading composite scores, increased MAP percentile scores, increased proficiency scores and a decline in novice scores across reading composite, MAP and KSA.

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

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?

Collaborative time with grade level teachers and vertical teams, in addition to structures and supports to guide the analysis system utilizing our instructional practice guides, unit and lessons internalization protocols and personnel supports for teachers.

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.

Principal, instructional coach and literacy specialist will work with grade level teams to support PLC analysis.

Principal, instructional coach and expertise support staff will work with grade level teams to support MTSS Tier 2/3 analysis and planning.

Principal, instructional coach and literacy specialist will work with school curriculum based professional learning cohorts.

District leadership will work with district curriculum based professional learning cohorts.

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.)

Increase proficiency in math.

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

Analyze, model and implement effective instructional math practices.

Analyze student data to determine areas of need, areas of strength and to plan instruction to close academic gaps.

Analyze curriculum and curricular decisions to identify curricular gaps and to plan instruction to close such gaps.

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

Increase in student accuracy on classroom math formative and summative assessments.

Increase in student proficiency on math MAP, Acadience and KSA assessments.

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

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

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

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

Instructional practice guide walk throughs, unit and lesson internalizations, Student work samples, grade level formative and summative assessments, evaluations, classroom walkthroughs gathered by teachers/instructional coach and principal and will be analyzed weekly in grade level PLC meetings, every 6 weeks in MTSS Tier 2/3 meetings.

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

Indicators of success will be increased student math fluency scores, increased MAP percentile scores, increased proficiency scores and a decline in novice scores across math fluency, MAP and KSA.

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

All elementary math 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?

Collaborative time with grade level teachers and vertical teams, in addition to structures and supports to guide the analysis system.

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.

Math leadership team development of school wide math agreement.

Principal and instructional coach will work with grade level teams to support PLC analysis.

Principal, instructional coach and expertise support staff will work with grade level teams to support MTSS Tier 2/3 analysis and planning.

Principal and instructional coach will work with school curriculum based professional learning cohorts.

District leadership will work with district curriculum based professional learning cohorts.

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)