2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09152023_12:45

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Simon Kenton High School
Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
United States of America

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09152023_12:45 - Generated on 12/13/2023

Simon Kenton High School

Table of Contents

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09152023_12:45 - Generated on 12/13/2023

Simon Kenton High School

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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. The timeline for the school's 2023-24 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

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09152023_12:45 - Generated on 12/13/2023

Simon Kenton High School

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.

Please enter your name and date below to certify.
    Craig Reinhart 9/15/2023

2023-2024 Phase One: Executive Summary for Schools_09152023_12:44

2023-2024 Phase One: Executive Summary for Schools

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2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools_09152023_12:44 -

Generated on 12/13/2023

Simon Kenton High School

Table of Contents

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools_09152023_12:44 - Generated on 12/13/2023

Simon Kenton High School

2023-2024 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?

Simon Kenton is a four-year public high school serving the City of Independence and surrounding areas of Southern Kenton County. The school population has grown steadily, with enrollment of just less than 1900 students. We also service 19 accelerated math students from our feeder middle schools. Demographically, 4.4% of our students identify as hispanic, 4.3% of our students identify as being two or more races, 2.1% identify as Black/African American, and less than 1% identify as Asian, Pacific Islander and American Indian or Alaskan Native. The staff at Simon Kenton is proud to serve the students in our community and strive to provide a world-class education to our students.

School Stakeholders

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

We have several great stakeholder groups that work together to make our school a great place to be. Our students are one group of stakeholders. They give input to the improvement planning process by their every day performance on formative assessments and of course on the KSA and ACT assessments. We use the data they provide to measure the impact of our instruction daily. Another stakeholder group is our parents. Parents vote for representatives on the SBDM council annually, and the elected parents are integral members of the improvement process through their review and input. Our teachers are another stakeholder group that is essential to the improvement process. Part of our typical standard of practice is for teachers to assess students and share this data within their instructional leadership team (ILT). Each ILT lead shares their suggestions with administration to help contribute to the atmosphere of collaboration. Our community members are also a great group of stakeholders for our school. Simon Kenton is a major piece of the Independence and Southern Kenton County community. Many residents are second or third generation alumni of Simon Kenton, and that is a source of pride in the community. These stakeholders share input through interactions on social media or in-person at school-community events.

School's Purpose

Provide the school's purpose statement and ancillary 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.

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools_09152023_12:44 - Generated on 12/13/2023

Simon Kenton High School

The goals of Simon Kenton High School are to have an attendance rate of 96.25% and to have all of our graduating seniors qualify as transition ready by the time of graduation, per our CBAS model. We provide high-quality, equitable education programs. Many students take advantage of our Advanced Placement and Honors courses. Students are able to pursue a variety of programs at Simon Kenton, including our IGNITE program, NKU Young Scholar's Program, Dual Credit Courses at NKU, Thomas More, Morehead State, Cincinnati State, and Gateway Technical and Community College. Pathways such as aviation, welding, auto body, auto repair, electrical engineering, and a variety of other programs are also available through these partnerships.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Some of the improvements we have made over the past few years involve having a master schedule that allows for all teachers to have a common planning period with their ILT members, including special education collaborating teachers when appropriate. This schedule allows teachers to develop and administer formative assessments, then analyze the data from these assessments and make plans together to address students needs.

An area for improvement was the type of instruction taking place in collaborative classrooms to match best practices. We had several training sessions to help with this area for improvements and are collecting data on the effectiveness of the training.

Additional Information

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

The staff of Simon Kenton is proud to serve the students of Independence and Southern Kenton County!

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools_09152023_12:44 - Generated on 12/13/2023

Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase One: School Safety Report_09282023_08:21

2023-2024 Phase One: School Safety Report

Simon Kenton High School
Craig Reinhart
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2023-2024 Phase One: School Safety Report - 2023-2024 Phase One: School Safety Report_09282023_08:21 - Generated on 12/13/2023

Simon Kenton High School

Table of Contents

2023-2024 Phase One: School Safety Report - 2023-2024 Phase One: School Safety Report_09282023_08:21 - Generated on 12/13/2023

Simon Kenton High School

2023-2024 Phase One: School Safety Report
School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan
1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.
Yes

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

2023-2024 Phase One: School Safety Report - 2023-2024 Phase One: School Safety Report_09282023_08:21 - Generated on 12/13/2023

Simon Kenton High School

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

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

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

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

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

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

2023-2024 Phase One: School Safety Report - 2023-2024 Phase One: School Safety Report_09282023_08:21 - Generated on 12/13/2023

Simon Kenton High School

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
     July 20, 2023

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

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
     Yes

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

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

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

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

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

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

2023-2024 Phase One: School Safety Report - 2023-2024 Phase One: School Safety Report_09282023_08:21 - Generated on 12/13/2023

Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23

2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

2023-24 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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

We have several groups that have provided input and analysis on the needs assessment for this year. The administrative team of the principals, assistant principals, an guidance counselors is one group. The group of department chairs/ department curriculum leads has provided input for the needs assessment on a continuous basis. Each instructional leadership team (ILT) has provided input towards this needs assessment. Parents have provided input through informal contacts and through surveys provided.

A timeline of the process, in general, is that teachers continuously review student performance data and implementation of standards in their ILT meetings every Tuesday. This work is supported by the administrative team. Department chairs meet with administration on a regular basis to review trends. Data regarding grades, attendance, and behavior is shared quarterly with SBDM. Data regarding

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

behavior is shared weekly with all stakeholders through a parent and staff message.

Assessment data is reviewed when ninth grade students take the CERT assessment in the fall and spring, when 10th and 11th grade students take the CERT assessment in the fall and the ACT in the spring, and as 11th and 12th grade students take KYOTE assessments for college readiness.

KSA data is reviewed by administration when it becomes available to them. This data is presented to teachers through the use of professional learning communities (PLCs). Teachers are asked to identify areas of strength and weakness and to examine their current strategies to determine what has been effective and what may need to be put in place to increase student outcomes.

MTSS data is reviewed according to windows as prescribed by interventions. This addresses the needs of our students who may have a skill deficit that is not serviced solely through the use of tier 1 instruction.   Additionally, this helps to track interventions with students who have not yet transition readiness indicators. This data is reported to all stakeholders weekly, and each student will have three individual student conferences about their progress towards transition readiness annually, with the report sent home to inform parents on their status.

PLC proceedings are documented through the PLC Google Classroom 21-22, and through the PLC Schoology Group 22-23 and 23-24 (platform change). ILT agendas and minutes are documented with each assistant principal who works as a member of the ILT. SBDM minutes are documented through the standards meeting process and are posted to the school website once approved. Communication with stakeholders is provided to all parents, students, and staff weekly through the Infinite Campus Messenger System.

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 does it inform this year's plan?

Our school regularly implements an ILT structure for teacher to have common planning periods. Our focus for last year was for teachers to discuss 4 key questions (what do we want students to know, how do we know if they know it, what do we do if they don't know it, and what do we do if they do know it). This process was implemented last year in our ILT meetings.

While we have continued the work of the past several years with regards to intentional scheduling and ILT meetings, one area we are focusing on for improvement this year is frequent formative assessments in our ILT groups. This focus on rich data will allow our teachers in ILT meetings to make more firm plans based on real-time student data.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

We did not meet our goals for objective 1, a reading index score of 71.3. While this index score is not finalized, it will be approximately 71, which is short of the goal. However, the ILT structure, PPR walk structure, and data analysis in ILT meetings has been improved since last year. We did not meet our goal for objective 2, a math index score of 66.1. While this index score is not finalized, it will be approximately 64, which is short of the goal. Similar to reading, the processes and structures that have been put in place have been improved since last year.

We did not meet our goal in science of a 43.6 index score. Our score will be approximately a 33.5 in this index. While structures have been improved, this is an area that will need additional support moving forward.

We will meet our goal in social studies of a 58.9 index score. Our score will be approximately a 60 in this index. We will also meet our goal of a 73 index in writing. Our index score will be approximately 73.5 in this subject. The structures implemented at the school are helping to make progress in these areas and we plan to continue the processes we have used.

For goal 3, we will meet our goal of 33.4 index on reading for students with disabilities. Our index score in this area will be approximately a 38. For math, we will not meet our goal of a 38.8 index for SWD. Our score will be approximately a 22. For both of these goals, we will continue to emphasize SWD and tier 1 instruction in collaborative classes.

For goal 4, we will not meet our goal of an index score of 30.1 in science for SWD. Our index score will be a 15.

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

Example of Trends

• The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
   Math Achievement - Novice Reduction for SWD

   • 22/23
     ◦ 42% P+D, SWD 13% P+D
     ◦ 25% N, SWD 57% N
   • 21/22
     ◦ 44% P+D, SWD 11% P+D
     ◦ 27% N, 54% N

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

- 20/21
    - 40.4% P+D, SWD 25.5% P+D
    - 21.6% N, SWD 48.9% N

Reading Achievement - Novice Reduction for SWD

- 22/23
    - 47% P+D, SWD 16% P+D
    - 21% N, SWD 46% N
- 21/22
    - 50% P+D, SWD 9% P+D
    - 22% N, 65% N
- 20/21
    - 43.9% P+D, SWD 17% P+D
    - 23.5% N, SWD 48.9% N

Science Achievement - Novice Reduction for all Students

- 22/23
    - 11% P+D, SWD 8% P+D
    - 44% N, SWD 78% N
- 21/22
    - 13% P+D, SWD 7% P+D
    - 39% N, 67% N
- 20/21
    - 33.1% P+D, SWD 7.1% P+D
    - 23.9% N, SWD 52.4% N

Writing Achievement - Novice Reduction for SWD

- 22/23
    - 55% P+D, SWD 17% P+D
    - 14% N, SWD 39% N
- 21/22
    - 48% P+D, SWD 11% P+D
    - 11% N, 35% N

Social Studies Achievement - Novice Reduction for all Students

- 22/23
    - 39% P+D, SWD 8% P+D
    - 33% N, SWD 78% N

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

- 21/22
  - 37% P+D, SWD 13% P+D
  - 33% N, 61% N

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Math Achievement

21/22

- 44% P+D, SWD 11% P+D
- 27% N, 54% N

Reading Achievement:

- 21/22
  - 50% P+D, SWD 9% P+D
  - 22% N, 65% N

Science Achievement:

- 21/22
  - 13% P+D, SWD 7% P+D
  - 39% N, 67% N

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

Writing Achievement:

- 21/22
  - 48% P+D, SWD 11% P+D
  - 11% N, 35% N

Social Studies Achievement:

- 21/22
  - 37% P+D, SWD 13% P+D
  - 33% N, 61% N

Discipline Referrals:

- 21/22
  - 1555 total referrals
  - 78.2% of students had 0 discipline referrals
  - 86.2% of students had 0 or 1 discipline referral
  - 91.2% of students had 2 or fewer discipline referrals

Quality of School Climate and Safety Survey:

- 21/22
  - 89% of students reported that "my school is a caring place".
  - 93% of students reported that "my teachers make me feel welcome in their class".
  - 90% of students reported that "adults from my school care about me".
  - 94% of students reported that "there is at least one adult from my school who listens to me when I have something to say".
  - 93% of students reported that "when I need help with schoolwork, I can ask a teacher".
  - 91% of students reported that "if I have a problem, there is an adult from school that I can talk to".
  - 95% of students reported that "my teachers expect me to do my best all the time".
  - 95% of students reported that "adults from my school work hard to make sure students are safe".
  - 91% of students reported that "adults from my school handle safety concerns quickly".
  - 94% of students reported that "I feel safe in my classes".
  - 94% of students reported that "adults from my school care about my physical safety".
  - 89% of students reported that "adults from this school respect students' differences".

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

- 89% of students reported that "if a student is bullied during school, there is a safe way to report it to an adult".
- 64% of students reported that "the consequences for breaking school rules are the same for all students".
- 67% of students reported that "I feel comfortable stating my opinion in class even if others disagree".
- 58% of students reported that "students from this school respect each other's differences".
- 62% of students reported that "bullying is not a problem for this school".
- 53% of students reported that "internet bullying is not a problem for this school".

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Major priorities for improvement include SWD performance in math (57% novice), in science (67% novice) and Free/Reduced performance in science (50% novice).

Another major focus area is science for all students, which had 13% Proficient + Distinguished students.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We made marked improvement in combined writing, raising the percentage of students who reached proficiency from 48% in 21-22 to 55% in 22-23.

We also improved reading scores for students with disabilities from 9% at proficiency to 16% at proficiency while reducing the percent novice from 65% in 21-22 to 46% in 22-23 and increased combined writing for SWD from 11%

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

proficiency to 17% proficiency. The percent of free/reduced lunch qualifying students who reached proficiency in combined writing also increased from 33% to 43%. Additionally, the percentage of free/reduced qualifying in SS increased from 20% to 24%.

Evaluate the Teaching and Learning Environment

7 . 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
KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

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

Attachment Name

📄   CSIP Phase 2 Key Elements Document

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

After analyzing the key elements of teaching and learning, Simon Kenton will focus on two areas to improve student achievement.

KCWP 2: Design and Deliver Instruction

- Focus on the Cycle of Quality Instruction in all classes.
- Focus on improving the co-teaching model in collaborative classes.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

- Frequent Feedback on the cycle of Quality Instruction through Instructional Walks.
- Differentiated PD for ILT structure improvement.
- Improvement in delivery of formative assessments.
- Focus on lesson plans, learning targets, and instruction being standards-based, appropriate level of rigor, and ensuring a student product is based on independent work in all classes.
- Continued improvement in use of the Desmos Comprehensive Resource for Algebra 1 and the StudySync Comprehensive Resource for English classes.

KCWP 4: Review, Analyze and Apply Data

- Improvement in delivery of formative assessments.
- Use School-Wide Instructional Walk Trends and assessment data to address areas of need through a recursive process.
- Differentiated PD for ILT structure improvement.
- PD for data analysis of formative assessments.
- PD for technology platforms to collect formative assessment data.
- Ongoing training to use Performance Matters to analyze district common assessments.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10162023_12:23 - Generated on 12/13/2023

Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP Phase 2 Key Elements Document		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Our teachers in each curriculum area meet weekly in an ILT. During this time, they develop common assessments to be used and analyze data from these common assessments to adjust instruction. There are also professional development hours dedicated to aligning curriculum appropriately so that standards are addressed.
KCWP 2: Design and Deliver Instruction Does our instructional program 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?	Yes	We have a process for PPR walks, where administrators visit each classroom monthly to assess to what extent high leverage practices of providing appropriate tasks for each student, students creating an individual product to show understanding, effective collaboration, and using student products to adjust instruction are taking place. We also have a district process to evaluate curriculum materials to ensure the elements of KCWP 2 are met.
KCWP 3: Design and Deliver Assessment Literacy Does our school 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?	Yes	Our district and school have adopted a CBAS accountability model including required state assessments, but also including district common assessments to assess mastery of standards. Our teachers are implementing common assessments in their ILT to adjust instruction.
KCWP 4: Review, Analyze and Apply Data	Yes	We look at data from MAP scores for incoming 9th grade students as part of our district prep/prep+ program as one component of course

Does our school 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?		acceleration. We continually analyze in-house formative assessments in ILT groups. We analyze CERT and ACT data as these assessments are completed. KYOTE test data and AP test data are also reviewed when available. Additionally, we review data from ILT formative assessments to adjust instruction towards mastery of standards as part of the ILT process.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	Student data is monitored through tier 1 instruction and assessment. When students are referred for extra support through our MTSS process, they are provided extra supports necessary to make progress in the curriculum or provided extra support with behavioral and Social Emotional needs. Student data is reviewed monthly by the administrative team and reviewed quarterly with all staff. Student progress towards transition readiness as defined by our CBAS model is also updated monthly and communicated to all stakeholders weekly. Each student has an individual conference regarding transition readiness with their adult advocate three times per year.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed 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?	Yes	Our school's main goals are attendance and transition readiness. Transition readiness focuses on the whole child with the learning community as integral partners. Students who struggle are supported throughout MTSS and RBTL process, and students with an identified disability are serviced through special education services which give them equal access to the curriculum. Additionally, our student rated our school very highly on the climate and safety surveys.

		For opportunity, we have many students participating in dual credit classes, including through our partnerships with Gateway, NKU, Cincinnati State, and other institutions to help with career pathway courses and college options.

2023-2024 Phase Two: School Assurances_10162023_12:18

2023-2024 Phase Two: School Assurances

Simon Kenton High School
Craig Reinhart
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Independence, Kentucky, 41051
United States of America

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

Table of Contents

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

2023-24 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 (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 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 assisstance 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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

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 assisstance 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 undersection 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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

7. The school provides parents of participating children, 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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

⚬ 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 school implementing 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 school implementing 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 school implementing a schoolwide program, the school developed a

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

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 school implementing 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 school implementing 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 school implementing 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**

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

COMMENTS

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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

○ Yes

○ No

● **N/A**

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part 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 school implementing 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 school implementing 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 school implementing 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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

○ No

● **N/A**

COMMENTS

28. In a school implementing 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 school implementing 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 school implementing a targeted assistance school program, the school serves 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, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High 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 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

2023-2024 Phase Two: School Assurances - 2023-2024 Phase Two: School Assurances_10162023_12:18 - Generated on 12/13/2023

Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53

2023-2024 Phase Three: Comprehensive School Improvement Plan

Simon Kenton High School
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2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53 - Generated on 12/13/2023

Simon Kenton High School

Table of Contents

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53 - Generated on 12/13/2023

Simon Kenton High School

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. 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 Comprehensive School Improvement Plan (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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)
[KCWP 2: Design and Deliver Instruction](#)

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53 - Generated on 12/13/2023

Simon Kenton High School

[KCWP 3: Design and Deliver Assessment Literacy](#)
[KCWP 4: Review, Analyze and Apply Data Results](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establish Learning Environment and Culture](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

Requirements for Building an Improvement Plan

The required goals 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 required goals 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

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53 - Generated on 12/13/2023

Simon Kenton High School

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

📄 CSIP Phase 3 SKHS 2023-2024

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

We have two major considerations as we continue improvement this year. First, the ILT process will be followed including frequent formative assessments and analysis of data. Second, co-teaching and resource instruction will be a heavy focus for students with disabilities.

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan_11272023_06:53 - Generated on 12/13/2023

Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
  CSIP Phase 3 SKHS 2023-2024		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Our greatest areas for growth are science achievement and social studies achievement for all students and science and social studies specifically for students with disabilities.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

We will have intentional focus on the ILT process to improve tier 1 instruction. This will include frequent review of formative assessment data and intentional planning towards addressing the needs of students with disabilities.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.5	-1.8
State Assessment Results in science, social studies and writing	54.1	0.2
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	66.4	-0.1
Postsecondary Readiness (high schools and districts only)	85.2	3.3
Graduation Rate (high schools and districts only)	96.2	-0.1

List the overall scores of status and change for each indicator.

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
By 2028, Simon Kenton will have 73.5% of students score proficient or distinguished in reading. By 2028, Simon Kenton will have 71% of students score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Simon Kenton will have 52.1% of students score proficient or distinguished in reading.	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) English review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) English review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 4: Review, Analyze, and Apply Data	English teachers design formative assessments with their ILTs, assess students with these instruments,	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-	None

Goal 1 (State your reading and math goal.):

By 2028, Simon Kenton will have 73.5% of students score proficient or distinguished in reading.
By 2028, Simon Kenton will have 71% of students score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and use this data to provide interventions to students who do not master standards during instruction.		district common assessment as determined by the ILT.	
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
Objective 2 By 2024, Simon Kenton will have 47.8% of students score proficient or distinguished in math.	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) math review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in math classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Math teachers frequently review timelines and curriculum maps to ensure standards required in the	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

Goal 1 (State your reading and math goal.):
By 2028, Simon Kenton will have 73.5% of students score proficient or distinguished in reading.
By 2028, Simon Kenton will have 71% of students score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		course are taught at appropriate levels.			
	KCWP 4: Review, Analyze, and Apply Data	Math teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):
By 2028, Simon Kenton will have 55.5% of students score proficient or distinguished in Science. By 2028, Simon Kenton will have 69.5% of students score proficient or distinguished in Social Studies. By 2028, Simon Kenton will have 77.5% of students score proficient or distinguished in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Simon Kenton will have 22.1% of students score proficient or distinguished in Science.	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) science review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in science classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	Science teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

Goal 2 (State your science, social studies, and writing goal.):

By 2028, Simon Kenton will have 55.5% of students score proficient or distinguished in Science.
By 2028, Simon Kenton will have 69.5% of students score proficient or distinguished in Social Studies.
By 2028, Simon Kenton will have 77.5% of students score proficient or distinguished in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
Objective 2

By 2024, Simon Kenton will have 45.1% of students score proficient or distinguished in Social Studies. | KCWP 1: Design and Deploy Standards | Instructional leadership teams in (ILTs) social studies review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week. | Student proficiency on common assessments. | Data analysis from performance matters or another method for non-district common assessment as determined by the ILT. | None |
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in social studies classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	Social studies teachers design formative assessments with their	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-	None

Goal 2 (State your science, social studies, and writing goal.):

By 2028, Simon Kenton will have 55.5% of students score proficient or distinguished in Science.
By 2028, Simon Kenton will have 69.5% of students score proficient or distinguished in Social Studies.
By 2028, Simon Kenton will have 77.5% of students score proficient or distinguished in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.		district common assessment as determined by the ILT.	
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
Objective 3

By 2024, Simon Kenton will have 59.5% of students score proficient or distinguished in Writing. | KCWP 1: Design and Deploy Standards | Instructional leadership teams in (ILTs) English review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week. | Student proficiency on common assessments. | Data analysis from performance matters or another method for non-district common assessment as determined by the ILT. | None |
| | | Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course. | Alignment of instruction observed during instructional walks. | Percent of PPR walks where the task is at the appropriate level required by the standard. | None |
| | KCWP 2: Design and Deliver Instruction | Teachers in English classes design formative assessments to measure mastery of the standards in their courses. | Student proficiency on common assessments. | Data analysis from performance matters or another method for non-district common assessment as determined by the ILT. | None |

Goal 2 (State your science, social studies, and writing goal.):

By 2028, Simon Kenton will have 55.5% of students score proficient or distinguished in Science.
By 2028, Simon Kenton will have 69.5% of students score proficient or distinguished in Social Studies.
By 2028, Simon Kenton will have 77.5% of students score proficient or distinguished in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	English teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Simon Kenton will have 24.4% of students with disabilities score proficient or distinguished in Reading.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pa for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		taught and how mastery can be ensured.			standards deconstruction.
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.
Objective 2 By 2024, Simon Kenton will have 22.6% of students with disabilities score proficient or distinguished in Math.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pa for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being taught and how mastery can be ensured.	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on standards deconstruction.
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By 2024, Simon Kenton will have 17.2% of students with disabilities score proficient or distinguished in Science. By 2024, Simon Kenton will have 17.2% of students with disabilities score proficient or distinguished in Social Studies. By 2024, Simon Kenton will have 28.7% of students with disabilities score proficient or distinguished in Writing.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pa for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being taught and how mastery can be ensured.	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on standards deconstruction.
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.

4: English Learner Progress

Goal 4 (State your English Learner goal.):
By 2028, 81.5% of EL students will show growth from their prior year ACCESS scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 66.7% of EL students will show growth from their 2022 ACCESS scores.	KCWP 2: Design and Deliver Instruction	Disaggregate common assessment data for EL students.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
		Use analysis of disaggregated data to target EL students through in-class interventions.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
	KCWP 3: Design and Deliver Assessment Literacy	PLCs to familiarize teachers with the EL handbook.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Integration of strategies from the EL handbook	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
	KCWP 1: Design and Deploy Standards	Identification of EL students and current level of performance with teachers during PLCs.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Highlight best practices from EL handbook to work with EL students.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
Objective 2 By 2024, 20% of EL students will earn a qualifying score on attainment level.	KCWP 2: Design and Deliver Instruction	Disaggregate common assessment data for EL students.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
		Use analysis of disaggregated data to target EL students through in-class interventions.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None

Goal 4 (State your English Learner goal.): By 2028, 81.5% of EL students will show growth from their prior year ACCESS scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	PLCs to familiarize teachers with the EL handbook.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Integration of strategies from the EL handbook	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
	KCWP 1: Design and Deploy Standards	Identification of EL students and current level of performance with teachers during PLCs.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Highlight best practices from EL handbook to work with EL students.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By 2028, 79% of students will agree on the question of "students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).
By 2028, 81.5% of students will agree on the question of "The consequences for breaking school rules are the same for all students."

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 62.2% of students will agree on the question of "students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).	KCWP 6: Establishing Learning Culture and Environment	Staff members engage in discussion with diversity club.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Information from diversity club shred with staff members.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
	KCWP 3: Design and Deliver Assessment Literacy	Counselors publish lessons for teachers to enact with their students.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Follow up survey with students on what they have learned.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
	KCWP 5: Design, Align and Deliver Support Processes	PLC to review some common events that may occur in class where differences are not respected.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Training to have staff recognize students when they do demonstrate a respect for one another's differences.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
Objective 2 By 2024, 66.7% of students will agree on the question of "The consequences for breaking school rules are the same for all students."	KCWP 6: Establishing Learning Culture and Environment	PBIS strategies—explain expectations on a consistent basis.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Training for teachers on consistent classroom discipline.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None

Goal 5 (State your climate and safety goal.):

By 2028, 79% of students will agree on the question of "students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).

By 2028, 81.5% of students will agree on the question of "The consequences for breaking school rules are the same for all students."

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Training for admin team on process when dealing with discipline issues.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Training for teachers on consistent classroom discipline.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
	KCWP 6: Establishing Learning Culture and Environment	PLC on behavior management.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Differentiated PLCs for teachers who need additional training on discipline and classroom management.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By 2028, Simon Kenton will have a postsecondary readiness indicator score of 94.25 as measured by KSA criteria.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2024, Simon Kenton will have a postsecondary readiness indicator of 89.65 as measured by the KSA criteria.	KCWP 5: Design, Align, and Deliver Support Processes	Follow cycle established by MTSS to promote transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
		Use adult advocates to provide structure to achieve transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
	KCWP 3: Design and Deliver Assessment Literacy	Follow assessment preparation and administration schedule to ensure students are assessed when necessary.	KYOTE scores	KYOTE scores	Possible after school tutoring for KYOTE prep.
		Provide targeted interventions in class to promote success on KYOTE.	KYOTE scores	KYOTE scores	None
	KCWP 6: Establishing Learning Culture and Environment	Class meetings to describe career pathway opportunities to all students.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
		Small group meetings with students identified as interested in career pathway programs through adult advocacy process.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
Objective 2 By 2024, Simon Kenton will have a transition readiness rate of 95.01% as measured by the CBAS model.	KCWP 5: Design, Align, and Deliver Support Processes	Follow cycle established by MTSS to promote transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
		Use adult advocates to provide structure to achieve transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
	KCWP 3: Design and Deliver Assessment Literacy	Follow assessment preparation and administration schedule to ensure students are assessed when necessary.	KYOTE scores	KYOTE scores	Possible after school tutoring for KYOTE prep.
		Provide targeted interventions in class to promote success on KYOTE.	KYOTE scores	KYOTE scores	None

Goal 6 (State your postsecondary goal.): By 2028, Simon Kenton will have a postsecondary readiness indicator score of 94.25 as measured by KSA criteria.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Class meetings to describe career pathway opportunities to all students.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
		Small group meetings with students identified as interested in career pathway programs through adult advocacy process.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):
By 2028, Simon Kenton will have a graduation rate (combined 4 and 5) of 98.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Simon Kenton will have a graduation rate of 96.4%	KCWP 6: Establishing Learning Culture and Environment	Adult advocate meetings with each student to review progress towards graduation.	Progress reports at each midterm and quarter.	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
		Individual meeting with counselor or administrator during scheduling process to meet graduation requirements.	Progress reports at each midterm and quarter.	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
	KCWP 5: Design, Align, and Deliver Support Processes	MTSS process for students who are deemed to be off-track for graduation.	Interventionist-supplied ratings for interventions.	MTSS data monitoring dashboard.	None
		Support off-track students through programs based on their area of need.	Interventionist-supplied ratings for interventions.	MTSS data monitoring dashboard.	None
	KCWP 2: Design and Deliver Instruction	Credit recovery program for off-track students to recoup credits.	Completion of credits/on-track status	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
		Parents and student contacts to explain opportunities for graduation.	Completion of credits/on-track status	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.

8: Other (Optional)

Goal 8 (State your separate goal.):

By 2028, Simon Kenton High School will score 70% positive responses on the Impact Survey for Professional Development and 70% on feedback and coaching.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Simon Kenton will score 55% positive responses on the professional development section of the Impact survey.	KCWP 1: Design and Deploy Standards	Teacher department meetings focus on standards alignment and delivery of material.	Examination of lesson planning and learning targets for alignments to standards	Review of teacher lesson plans at each end of month administrative meeting.	None
	KCWP 1: Design and Deploy Standards	PLC Meetings every other Thursday with a focus on standards and their relation to element 1 of the PPR cycle.	PPR walk percentages of reinforce/ recommend in elements 1, 2, and 4 of the PPR cycle.	Review of percentages of reinforce/ recommend on PPR walks at the end of each month administrative meeting.	None
	KCWP 4: Review, Analyze, and Apply Data	ILT meetings every Tuesday where student mastery of standards is discussed.	ILT running agendas and administrative feedback from meetings.	Review of common assessment performance on district common assessments and review of interim formative assessment data within ILT meetings.	None
Objective 2 By 2024, Simon Kenton will score 55% positive responses on the coaching and feedback section of the Impact survey.	KCWP 1: Design and Deploy Standards	Teacher department meetings focus on standards alignment and delivery of material.	Examination of lesson planning and learning targets for alignments to standards	Review of teacher lesson plans at each end of month administrative meeting.	None
		PLC Meetings every other Thursday with a focus on standards and their relation to element 1 of the PPR cycle.	PPR walk percentages of reinforce/ recommend in elements 1, 2, and 4 of the PPR cycle.	Review of percentages of reinforce/ recommend on PPR walks at the end of each month administrative meeting.	None
	KCWP 1: Design and Deploy Standards	ILT meetings every Tuesday where student mastery of standards is discussed.	ILT running agendas and administrative feedback from meetings.	Review of common assessment performance on district common assessments and review of interim formative assessment data within ILT meetings.	None

Goal 8 (State your separate goal.):

By 2028, Simon Kenton High School will score 70% positive responses on the Impact Survey for Professional Development and 70% on feedback and coaching.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teacher department meetings focus on standards alignment and delivery of material.	Examination of lesson planning and learning targets for alignments to standards	Review of teacher lesson plans at each end of month administrative meeting.	None
	KCWP 4: Review, Analyze, and Apply Data	PLC Meetings every other Thursday with a focus on standards and their relation to element 1 of the PPR cycle.	PPR walk percentages of reinforce/ recommend in elements 1, 2, and 4 of the PPR cycle.	Review of percentages of reinforce/ recommend on PPR walks at the end of each month administrative meeting.	None
		ILT meetings every Tuesday where student mastery of standards is discussed.	ILT running agendas and administrative feedback from meetings.	Review of common assessment performance on district common assessments and review of interim formative assessment data within ILT meetings.	None

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
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