NHHS 24-25 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.

1. **Improving Post Secondary Transition Rate.**
2. **Improving Reading/Math and Science achievement.**
3. **Improving post secondary rates in gap populations.**

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.

1. **Implementation of PBL and PrBL practices in all content areas.**
2. **Review of course offerings and sequences of courses offered to improve completion of pathways and for students to receive passing scores on end of pathway exams and industry certifications.**
3. **Systematic review of released items, pacing guides and common assessments to ensure students are comfortable taking various assessments.**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	51.3	-011.7
State Assessment Results in science, social studies and writing	56.5	+ 4.3
English Learner Progress	Na	Na
Quality of School Climate and Safety	59.8	+ 2.9
Postsecondary Readiness (high schools and districts only)	93.6	0
Graduation Rate (high schools and districts only)	93.5	+ 4.9

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):North Hardin High School will improve the combined Reading and Math KSA accountability score from 63.0 to 68

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHHS will increase the number of students scoring proficient and distinguished in reading as measured by the KSA test results	KCSWP 1, 2,3 and 4	1. Utilize i-ready (9th grade) CERT and common assessment data to provide students with specific instruction in reading across all content areas.	Comparison of student (pre, post)assessment results, analysis of i-ready and CERT assessments	Monthly review of PLC meeting notes, walkthrough data, and observations	District Funds (i-ready, CERT), PPA
		Teachers will utilize differentiated texts and instruction to address student strengths and needs areas as identified on assessment data to provide remediation data to provide remediation and skills based on i-ready and CERT modules.			
		1. Provide intervention services to students who score in the 30th-50th percentile on i-ready	Student results on i-ready and CERT assessments in the Fall, Winter, Spring.	I-ready, CERT, ACT and KSA assessment data. Data collected by interventionists shared with admin and staff	District Funds and PPA

Goal 1 (State your reading and math goal.):North Hardin High School will improve the combined Reading and Math KSA accountability score from 63.0 to 68

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and those who fall 3 or more points below benchmark on CERT.	A review of activity logged by students on i-ready and CERT platforms		
1. NHHS will increase the percentage of students scoring proficient and distinguished on math KSA assessments from 40 to 48%.	KCSWP 1, 2,3 and 4	1. Staff will utilize common pre/post assessment data along with i-ready and CERT to plan and implement student skills specific in instruction. 2. Students who fall in the 30th to 50th percentile range on i-ready or 3-5 points below benchmark on CERT will be provided intervention services.	Comparison of student pre/post test results. Review of i-ready and CERT assessments from Fall, Winter and Spring.	PLC meeting notes, walkthrough data, observations, analysis of i-ready, CERT, ACT and KSA data.	District Funds and PPA
		3. Implement Illustrative Math strategies and curriculum.	Number of students scoring proficient and distinguished on KSA assessments	Monitoring the number of students who meet benchmarks on CERT, ACT and who score proficient and distinguished on KSA Assessments.	District Funds and PPA

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

Goal 2 (State your science, social studies, and writing goal.):By 2026 the number of students scoring proficient and distinguished in Science will improve from 9% to 12%, from 38% to 45.6% in Social Studies and from 37% to 45% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: NHHS will improve the % of students scoring proficient and distinguished in science from 6% to 20% as measured on the KSA assessment.	1. KWCP 1,2, 3 and 4 Realignment of course offerings to ensure all relevant content is taught to students prior to the assessment	1. A review and realignment of course offerings to ensure all relevant content is taught prior to students taking the science assessment.	Common Assessment, i-ready and CERT assessment and KSA assessment results	Review of course offering to align with standards and content measured on assessments. Review of i-ready, CERT assessment data. Tracking of usage of i-ready and CERT modules	District Funds, PPA Funds
		1. Use the Edulastic platform to create KSA type assessments for content area assessments.	Common assessment results	PLC meeting notes, pacing guide adjustments	PPA
Objective 2: NHHS will improve the % of students scoring proficient and distinguished on the social studies KSA assessment from 41% to 48.6% by 2026.	1.	PLC and department work to design and implement common assessments using the Edulastic platform.		Common Assessments, Edulastic work samples, PLC meetings, No Red Ink Data, i-ready, CERT and KSA data.	District Funds, Title I funds, PPA funds
		Implementation of PBL and student engagement strategies learned by immersion in the New Tech Network professional development and training. Teachers will utilize released items to help kids analyze different types of responses.			
Objective 3: NHHS will improve the % of students scoring proficient and distinguished in writing from 50% to 60% by 2026.					
		Students will utilize No Red Ink to improve editing and mechanics skills. MI write and teacher feedback will be used to plan specific mini lessons to improve student writing. Teachers will design and give short and extended response writing prompts on	Common Assessments, No Red Ink data, Edulastic responses and analysis of student work.		

Goal 2 (State your science, social studies, and writing goal.):By 2026 the number of students scoring proficient and distinguished in Science will improve from 9% to 12%, from 38% to 45.6% in Social Studies and from 37% to 45% in writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Edulastic that mirror those used on the KSA assessments. Teachers will utilize released items to help kids analyze different types of responses.			

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 2026, NHHS will improve the GAP Post Secondary Rate by 50%	KWCP 2 4,5, and 6	1. Ensure students are scheduled to complete a pathway and pass the End of Pathway test.	EOP pass/fail rate	Monthly review of Grades/Credits earned	Title I, PPA, District Funds
		1. Engage in PBL and PrBL engagement strategies to improve student achievement and result in earning required credits.	Credit checks, Grade Checks	Number of students placed in co-op opportunities, students meeting benchmark on KYOTE, ACT, passing EOP assessments or earning industry certifications in pathway classes	PPA, District Funds
Objective 2					

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHHS will establish a baseline on the 2024 KSA test of 55.5 or higher.	KCWP 5 - Be culturally and academically supportive to students.	Utilize the ESL teacher to collaborate with content teachers to ensure EL students have access to core subject content.	State Assessment results, ACCESS Test Results, MODEL ASSESSMENT, I-ready results, PLC Agendas, Professional Learning Opportunities, Walkthroughs, Data Monitoring Forms	Fall 2024 Assessment Score Release, ATSI/CSI Identification Quarterly District Assessment Data	Title I Title II Title III ESS District Instructional Funds PPA
		Ensure that the curricular delivery and assessment measures provide for all pertinent information needs for students. (To include but not limited to : EL academy, technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, ESS, MTSS, I-ready, Common Assessments, Professional Learning, Education/Technology resources, Classroom Visits and Thoughtful Education.	State Assessment results, ACCESS Test Results, MODEL ASSESSMENT, I-ready results, PLC Agendas, Professional Learning Opportunities, Walkthroughs, Data Monitoring Forms		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):By 2026, scores on the Quality of School Climate and Safety Survey will improve from 59.8 to 70.08 based on KSA results

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHHS will decrease the number of office referrals by emphasizing and rewarding positive behaviors.	KCWP 6 Meetings with student groups, parent groups and stakeholders to gather information about needs, perceptions and issues facing the students and the school.	Students who meet the following guidelines will be rewarded each trimester: no tardies, no Ds/Fs, no hours owed, no office referrals.	Decrease of office referrals from previous year. IC data.	Monthly review of behavior data and trends based on Infinite Campus.	District Funds, PPA, student activity funds.
		Implementation of New Tech Network "Culture Activities" to promote a caring, supportive atmosphere in all classrooms.			
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):By 2026 the school's score on the KSA will improve from 93.6 to 97 for post secondary readiness.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHHS will improve the number of students who are identified as college ready	1. Offer more dual credit courses. 2. Ensure students meet benchmarks on the Kyote and ACT assessments.	Ensure students meet benchmarks on the ACT or KYOTE assessments.	CCR report, ACT Benchmark %, CERT and KYOTE Assessment, AP/Dual Credit enrollment	Data Tracker for NHHS, 1-on-1 meetings with students.	PPA, Title I, SPED, PERKINS
Objective 2 NHHS will improve the number of students identified as career ready	1. Review student progress in pathway completion. 2. Ensure students take the end of pathway, industry cert assessments as well as the ASVAB.	Ensure students complete the courses required to take and pass the end of pathway assessment or industry certifications tests.	Industry Certifications earned, EOP pass rate, Work Ethic Certification %age		PPA, Title I, SPED, PERKINS
		Utilize our data tracker sheet to engage students proactively in completing pathways, assessments and industry certifications.			

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.)::NHHS will improve the graduation rate indicator from all students from 85% to 96% as measured on the Ky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Identify students who are behind according to the PTG report and meet with them to	Monthly credit checks	APEX and ESS rosters, Attendance review for	Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet	PPA, Title I

Goal 7 (State your graduation goal.)::NHHS will improve the graduation rate indicator from all students from 85% to 96% as measured on the Ky State Assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
NHHS will improve the graduation indicator from 85 to 96 by May 2026.	ensure they are making progress toward graduation.	APEX credit recovery, ESS tutoring, KYOTE pass rate, transcript review and passing of Civics and Citizenship Exams	those with 3 to 6 absences.		
			Data Tracker,	Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet	PPA, Title I
				Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet	
Objective 2					

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:** The admin team is training with the New Tech Network and PLC they lead to ensure effective implementation of project-based and problem-based teaching and learning. The admin team including the transition coach will meet monthly to analyze data specific to our TSI groups to determine if they are making progress in meeting identified goals and targets. Admin team members will attend differentiation and equity training to ensure familiarity with issues specific to the TSI groups. Admin team members will facilitate and monitor the use of common assessments and Edulastic implementation to ensure all students and specifically those in TSI groups are familiar with KSA type assessment probes. Feedback on walkthroughs will include recommendations of specific strategies to use with special education co-teachers and regular ed teachers who co-teach.

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:** The principal meets monthly with department heads to review issues affecting the school, curricular and technological needs. Members of the admin team meet weekly or bi-weekly with their PLCs to review student needs.

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:** The admin team reviews the data tracker monthly to determine the process of our TSI groups We administer a name and claim survey to provide assistance to students who scored novice as part of our novice reduction efforts Review course offerings to determine course sequences to ensure students can complete pathways and take and pass end of pathway assessments.

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:
PBIS is used to review behavioral data and report that information to the school's leadership team and SBDM Council
One-on-one meetings will be held with targeted groups to ensure they are making progress on improvement goals and post secondary readiness.
Check and connect program for students identified at risk of not graduating based on the persistence to graduation report

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
Illustrative Math	https://illustrativemathematics.org/	X ☒
Implementation of PBL and PrBL Practices	New Tech Network	X ☐
Staff will be trained to set a purpose for reading activities in the content areas	Tovani, C. (2000) I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers	X ☐
i-ready Assessment and Instruction	https://i-ready.com	X ☐
CERT (College Equipped Readiness Tool)	https://certforschools.com/	X ☐