

## Perry County Central High '25-'26 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

Updated June 2023

## 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.

## 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.

### KCWP 2

- Revisit Co-Teaching protocols and process to ensure proper implementation
- PLC Leads/Departments will continue analyzing assessment data to determine remediation needs
- Administration will monitor and support teachers as they progress monitor students needs
- Continue offerings of supplemental classes as needed - resource and CCR
- Administration will address possible professional Development opportunities to enhance co-teaching practices
- School Leadership will communicate with school and district administration through DRT for support of students with IEPs
- New teacher support and mentoring

### KCWP 6

- Continue to support and build on PBIS Initiatives
- Continue to build on and support of the MTSS committee for meeting student SEL needs

## Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	high	increased significantly
State Assessment Results in science, social studies and writing	high	increased
English Learner Progress	NA	NA
Quality of School Climate and Safety	medium	maintained
Postsecondary Readiness (high schools and districts only)	very high	increased significantly
Graduation Rate (high schools and districts only)	medium	maintained

## 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
<p>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 assessment</p>	<p>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</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

**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
<p>nts. There can be multiple objectives for each goal.</p>	<p>strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>				<p>funds are utilized to carry out the planned activities.</p>

## 1: State Assessment Results in Reading and Mathematics

Goal 1: By spring of 2026, Perry County Central High School will increase the percentage of students scoring proficient or distinguished in reading from 41% to 49% and in math from 27% to 33%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Perry County Central High School will increase the percentage of students scoring proficient or distinguished in reading from 47% to 48% and in math from 27% to 29%, as measured by state assessments.	Design and deploy a system that aligns instruction and assessment to Kentucky Academic Standards to ensure that all students are provided access to common content and opportunities to learn at high levels. (KCWP 2)	Through professional learning and implementation of program supports SAVVAS, IReady, and KAGAN strategies. All teachers will actively participate in professional learning about bi-weekly to support this work. School leadership will monitor implementation and provide feedback and support as needed throughout the year	<p>an increase in the number of teachers and students using program supports with fidelity as monitored leadership through CCR class time</p> <p>increased alignment to content of standards as monitored by data day</p> <p>an increase in students performing proficient/distinguished on benchmark and classroom assessments</p>	<p>30-60-90 Day Plan</p> <p>Walkthroughs unit and lesson plans</p> <p>benchmark and classroom assessments</p> <p>Data tracking to monitor student movement</p> <p>Ongoing individualized tutoring through Partner Corp program</p>	<p>Perry Promise Fund</p> <p>Deep Learning Grant (teacher stipends)</p>



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

Goal 2: By spring of 2026, Perry County Central High School will increase the percentage of students scoring proficient or distinguished in science from 11% to 23%, in social studies from 31% to 43% and in writing from 36% to 42%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Perry County Central High School will increase the percentage of students scoring proficient or distinguished in science from 11% to 15%, in social studies from 37% to 40% and in writing from 19% to 38%, as measured by state assessments.	Design and deploy a system that aligns instruction and assessment to Kentucky Academic Standards to ensure that all students are provided access to common content and opportunities to learn at high levels. (KCWP 2)	<p>All new science curriculums were purchased. 9-12 SAVVAS.</p> <p>SS implemented SAVVAAS for 9-12.</p> <p>Summer curriculum work occurred for creation of new and updated science pacing guides for all grades in science and social studies.</p> <p>Teacher leaders developed common assessments for fall, winter and spring in science and SS.</p> <p>Teachers will also continue to ensure that instructional resources are aligned to the intent of standards and that instruction is high quality and aligned to learning</p>	<p>decrease in number of novice</p> <p>data day evidence</p> <p>monitoring of program implementation</p> <p>data from walkthroughs and continued feedback to teachers</p>	<p>30-60-90</p> <p>Day plan</p> <p>curriculum documents</p> <p>protocols for standards alignment</p> <p>unit and lesson plans</p> <p>walkthrough data and feedback tools</p> <p>data tracking tool for all students</p>	<p>Perry Promise Fund</p> <p>Deep Learning Grant (teacher stipends)</p>

Goal 2: By spring of 2026, Perry County Central High School will increase the percentage of students scoring proficient or distinguished in science from 11% to 23%, in social studies from 31% to 43% and in writing from 36% to 42%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>intentions and success criteria.</p> <p>District PLCs will occur three times annually after screener data to align all needs across all grades and subjects.</p> <p>Five data days will be scheduled with school admin and teacher leads to identify school needs on current data.</p> <p>Admin worked with KVEC leads to develop a walk-through tool for specific science and ss content.</p>			

### 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
<p>Objective 1: By spring of 2025, Perry County Central High School will increase the percentage of students with disabilities scoring proficient or distinguished in reading to 2% and in math by 2%, as measured by state assessments.</p>	<p>Revision of the system for intervention and designing and delivering effective co-teaching during Tier 1 instruction in order to ensure that all students with disabilities are making progress toward learning goals. (KCWP 2)</p> <p>Continue data day protocol and deeper dive into data indicators to ensure assessment understanding</p>	<p>School leadership may make changes to the current resource, supplemental, and Co-Teaching plan as deemed necessary throughout the year in order to make appropriate decisions regarding needs/adjustments.</p> <p>Data team will continue analyzing data for monthly CCR placement</p> <p>Teacher and administration will analysis of formative assessment data to determine remediation needs throughout the year</p> <p>Special Education PLC Lead meets monthly with all</p>	<p>increase in student achievement in our students with disabilities on all assessments</p>	<p>30-60-90 Day Plan</p> <p>classroom formative and summative assessments</p> <p>benchmark assessments</p> <p>unit and lesson plans</p> <p>walkthrough data and feedback tools</p> <p>data tracking tool for all students</p> <p>IEP progress monitoring</p>	<p>If funding is required, we will use funds from GearUP and PRI.</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>of teachers and students. (KCWP 3)</p>	<p>departments to discuss data of students with disabilities</p> <p>Special Education PLC Lead and Freshman Coordinator will meet monthly with Admin and District Admin through DRT to disaggregate data by subgroups in order to monitor progress of students with disabilities.</p>			

**4: English Learner Progress**

Goal 4: <i><b>ZERO EL students at Perry County Central High School</b></i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:					

## 5: Quality of School Climate and Safety

Goal 5: By spring of 2026, Perry County Central High School will increase the climate index score from 66.7 to 81.7 and the safety index score from 60.6 to 75.6 , as measured by the School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Perry County Central High School will increase the climate index score from 68% to 75% and the safety index score from 61.6% to 69.6% , as measured by the School Climate and Safety Survey.	Improve the learning environment and culture to foster equitable settings that support the development of all learners. (KCWP 6)	<p>Administrative team and SRO will update and review school safety plans and revise as needed as well as designate specific roles.</p> <p>MTSS coaches have implemented and will monitor PBIS strategies and a SEL curriculum.</p> <p>MTSS team will initiate Character Strong, our SEL curriculum and monitor monthly and discuss during after school meetings.</p> <p>On-site mental health coach will monitor implemented Terrace Metrics as an</p>	<p>increased attendance</p> <p>decreased behavior issues</p> <p>decreased referrals for outside agencies</p> <p>an increase in students performing proficient/distinguished on benchmark and classroom assessments</p>	<p>30-60-90 Day Plan</p> <p>MTSS documentation</p> <p>student assessment data</p> <p>student attendance data</p> <p>committee meeting agendas</p> <p>action plan for targeted students on Terrace Metrics screener</p>	General Fund

Goal 5: By spring of 2026, Perry County Central High School will increase the climate index score from 66.7 to 81.7 and the safety index score from 60.6 to 75.6 , as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SEL screener annually.  Attendance committee will monitor created attendance plans to increase attendance.			

## 6: Postsecondary Readiness (High School Only)

Goal 6: By spring of 2026, Perry County Central High School will increase the postsecondary readiness rate from 95.5 to 99.2, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Perry Central High School will increase the postsecondary readiness rate from 95.5 to 97.2, as measured by state assessments.	Implement a system of support that ensures that all seniors are given multiple opportunities to achieve postsecondary readiness. (KCWP 5)	<p>School leadership and teachers will collaborate through the school year to monitor dual credit opportunities.</p> <p>School leaders have added Teaching and Learning Pathway to support need in career pathway offerings.</p> <p>School leaders will work with representatives from Hazard Community College to increase offerings for pathways in welding and electricity.</p> <p>Freshman academy supervisor will monitor progress of freshmen towards graduation-attendance, discipline,</p>	<p>increased number of students hitting benchmark scores on the ACT or KYOTE exams</p> <p>increased number of students completing a given pathway</p> <p>increased number of students passing an industry certification exam</p>	<p>30-60-90 day plan</p> <p>transition readiness documents</p> <p>data from ACT, KYOTE, CERT</p> <p>data from industry certification exams</p> <p>transcript audits</p>	<ul style="list-style-type: none"> <li>SBDM and District Allocated Funding</li> </ul>



Goal 6: By spring of 2026, Perry County Central High School will increase the postsecondary readiness rate from 95.5 to 99.2, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>grades throughout the school year.</p> <p>Support programs will be implemented and monitored as needed. (i.e., ACT Bootcamp, use of MasteryPrep, Transition Fairs, Communication with ATC, pathway teacher mentoring and support).</p>			

## 7: Graduation Rate (High School Only)

Goal 7: By spring of 2026, Perry County Central High School will increase their 4 year graduation rate from 93% to 98%, as measured by state reporting requirements.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2024, Perry County Central High School will increase their 4 year graduation rate from 94.7% to 96%, as measured by state reporting requirements.	Implement a system of support that ensures that all seniors are on track to graduate in 4 years. (KCWP 5)	MTSS Team along with school leadership will collaborate throughout the school year to ensure that all students are on track to graduate. Support programs will be implemented and monitored as needed. (i.e., Virtual Academy, Grad Tracker tool, Persistence to Graduation, Early Warning Tool, Mentoring)	increased number of students on track to graduate on time	30-60-90 day plan student transcript audits monitored as needed  analyze master schedule course offerings and placement to ensure proper graduation tracks as needed  transcript audits as needed  student scheduling meetings as needed	General Fund

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## 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	Uploade d 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.	<input checked="" type="checkbox"/>
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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:

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>



### 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.

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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.	<input checked="" type="checkbox"/>
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