

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, 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

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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective 1:

Reduce the percentage of students with disabilities scoring novice in reading by 10% as measured by the reading assessment on KSA.

Objective 2:

Reduce the percentage of students with disabilities scoring novice in math by 10% as measured by the math assessment on KSA.

Objective 3:

Reduce the percentage of students with disabilities scoring novice in science by 10% as measured by the science assessment on KSA.

Objective 4:

Reduce the percentage of students with disabilities scoring novice in social studies by 10% as measured by the social studies assessment on KSA.

Objective 5:

Reduce the percentage of students with disabilities scoring novice in combined writing by 10% as measured by the combined writing assessment on KSA.

Strategy 1:

School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:

- Data Analysis - Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that need additional support and remediation in reading, math, science, social studies, and writing.

- Special Education PLC - Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies.
- Common Planning & PLCs - Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions.

Progress Monitoring:

- Monthly review of MVPA, formative assessments, and RTI data to track novice/apprentice movement.
- Quarterly benchmark assessments analyzed to monitor subgroup growth.
- PLCs and common planning used to review data, adjust instruction, and document interventions.
- Monthly SPED PLCs review student progress, strategies, and intervention effectiveness.
- Biweekly updates to RTI documentation and intervention logs.
- Admin walkthroughs monitor fidelity of instruction, accommodations, and intervention use.
- Individual student progress monitoring sheets updated monthly.
- The leadership team reviews subgroup progress bi-monthly and identifies needed supports.

Funding:

No additional funding needed

Strategy 2:

Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.

KCWP 5: Design, Align and Deliver Support

Activities:

- Priority Scheduling - Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.

Progress Monitoring:

- Case managers will check transcripts and schedule requests.
- Guidance counselors will monitor student transcripts and meet with students for one-on-one scheduling meetings.

Funding:

No additional funding needed

Strategy 2:

Co-teaching Model - General education and special education teachers will participate in a co-teaching cohort to begin implementing a co-teaching model.

KCWP 2: Design and Deliver Instruction

Activities:

- Station Teaching - General education teachers with co-teaching classrooms and their special education teachers will be trained in station teaching and work to implement on a regular basis throughout the year.

Progress Monitoring:

- Beginning of the year meetings with co-teaching teams to discuss station teaching expectations.
- Station teaching walkthroughs and feedback.
- Release days if needed for planning.

Funding:

- SBDM funds for sub coverage on planning days if needed.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Montgomery County High School will increase proficiency in reading from 48% to 68% and increase proficiency in math from 37% to 57% by the year 2030.

Objective 1:

Demonstrate proficiency from 48% in 2025 to 52% in 2026 as measured by reading on the 10th grade KSA.

Objective 2:

Demonstrate proficiency from 37% in 2025 to 41% in 2026 as measured by math on the 10th grade KSA.

Strategy 1:

Curriculum Standards Alignment Work – MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for ELA and math.

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

KCWP 5: Design, Align and Deliver Support

Activities:

- Unit Design - Teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.
- Learning Targets - Teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.
- Assessment Design - Teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.
- PLC Meetings - Teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC documents to discuss standards, lessons, student data, and unit plans.
- Instructional Coaching - Instructional coaches will work with English teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.

Progress Monitoring:

- Year-long plans and unit plans on the MCHS curriculum hub monitored throughout the year in PLC meetings, admin meetings and data day discussions.
- Walkthrough data and discussions on learning targets and assessments.
- Admin meetings with the instructional coach
- MVPA benchmark assessments
- Common summative assessments

Funding:

No additional funding required

Strategy 2:

Reading and math Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading and math.

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

Activities:

- Mastery Connect MVPA (Mastery View Predictive Assessment) - Students in grade 10 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.

Progress Monitoring:

- Data day meetings and discussions in PLCs.

Funding:

No additional funding required

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State assessment results in science, social studies and writing.

Three- to Five-Year Goal:

Montgomery County High School will increase proficiency in science from 26% to 46%, increase proficiency in social studies from 38% to 58%, increase proficiency in writing from 38% to 58% by the year 2030.

Objective 1:

Demonstrate proficiency in science from 26% in 2025 to 30% in 2026 as measured by science on the 11th grade KSA.

Objective 2:

Demonstrate proficiency in social studies from 38% in 2025 to 42% in 2026 as measured by social studies on the 11th grade KSA.

Objective 3:

Demonstrate proficiency in combined writing from 38% in 2025 to 42% in 2026 as measured by combined writing on the 11th grade KSA.

Strategy 1:

Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for science, social studies, and ELA.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:

- Unit Design - Teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.
- Learning Targets - Teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.
- Assessment Design - Teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.
- PLC Meetings - Teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC documents to discuss standards, lessons, student data, and unit plans.
- Instructional Coaching - Instructional coaches will work with teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.

Progress Monitoring:

- Year-long plans and unit plans on the MCHS curriculum hub monitored throughout the year in PLC meetings, admin meetings and data day discussions.
- Walkthrough data and discussions on learning targets and assessments.
- Admin meetings with the instructional coach
- MVPA benchmark assessments
- Common summative assessments

Funding:

No additional funding required

Strategy 2:

Student Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Science, Social Studies, and ELA.

KCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply Data**Activities:**

- Mastery Connect MVPA (Mastery View Predictive Assessment) - Students in grade 11 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.
- Common Summative Assessments - All core content teachers will give common summative assessments and discuss student data in PLCs.

Progress Monitoring:

- Data day meetings and discussions in PLCs.
- MVPA and Mastery Connect

- Common Summative Assessments

Funding:

No additional funding required

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Montgomery County High School will increase the number of English Learner students demonstrating growth from 20% to 50% by the year 2030.

Objective 1:

Increase the number of English Learner students demonstrating growth from 20% in 2025 to 24% in 2026 as measured by the WIDA ACCESS assessment for EL students.

Strategy 1:

EL teacher will work to provide professional learning opportunities to teachers and relevant staff.

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Activities:

- Professional learning - This will be provided through PLCs and beginning of year PD.
- Data Review - Reviewing data and conferencing with teachers to create PSP (Program Services Plan).

Progress Monitoring:

- Ongoing monitoring with EL teacher, admin meetings

Funding:

No additional funding required

Strategy 2:

EL teacher will provide support for students and teachers with EL reinforcement strategies.

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Activities:

- Push-in - EL teacher will push into classrooms to provide support to students and teachers.
- Translator Printer - EL teacher will train and provide support to teachers on the translator printer.
- EL teacher will work with students to provide opportunities for students to work on practice ACCESS assessments and set goals based on last year's assessment scores.

Progress Monitoring:

- Ongoing monitoring with EL teacher, admin meetings

Funding:

No additional funding required

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

Montgomery County High School will increase the Quality of School Climate and Safety Indicator from 61.7 to 71.1 by the year 2030.

Objective 1:

Demonstrate an increase in the Quality of School Climate and Safety Indicator from 61.7 in 2025 to 63.7 in 2026.

Strategy 1:

MCHS administrative team and staff will work to build connections with students and foster a community environment.

KCWP 6: Establishing Learning Culture and Environment

Activities:

- Admin/Staff Visibility - Admin and staff will be visible in hallways during morning arrival, in between classes, and afternoon dismissal to build relationships with students.
- SRSS Screener - Teachers will complete SRSS screener to identify students who need targeted support
- Student Feedback - Admin and teachers will seek student feedback throughout the year through student surveys or meetings.
- Green Dot - MCHS will partner with our local hospital to offer Green Dot to train students in bystander strategies to prevent bullying and violence.
- BARR (Building Assets Reducing Risks) - Freshman will be placed in three teams and will be participating in BARR. Teachers will be trained with administrators and guidance counselors. Teams will meet weekly to discuss interventions for students.
- ROX - Small groups of girls will participate in Ruling Our eXperience with school staff to work on self confidence.

Progress Monitoring:

- Ongoing monitoring through weekly admin meetings, monthly guidance meetings, weekly BARR team meetings, weekly MTSS meetings and monthly BARR community connect meetings.

Funding:

Funding for BARR is provided by our district community connection grant

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

Montgomery County High School will increase postsecondary readiness from 86.4% to 96.4% by the year 2030.

Objective 1:

Increase postsecondary readiness from 86.4% in 2025 to 88.4% in 2026.

Strategy 1:

Post-Secondary Readiness Tracking – Administration, guidance counselors, and the college and career guidance counselor will work with teachers and students to track student data for career readiness.

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

Activities:

- Post-secondary readiness document - Administrators, guidance counselors, and the college and career guidance counselor will use a google sheet to track student post-secondary readiness data. This includes students' End of Program scores, Industry Certificates earned, and dual-credit for Career and Technical Education, college placement scores, Advanced Placement exam scores and dual-credit course grades.
- Stakeholder Meetings - Admin will hold meetings with all stakeholders (CTE teachers, special education teachers, senior English and math teachers, ATC teachers) to discuss ways to ensure students are academic or career ready. We will share the tracker with all stakeholders to ensure all parties have access to track student progress.
- Student Interventions - Using the postsecondary readiness tracking, admin and teachers will target students for EOP prep, KYOTE prep that have not yet met PSR.
- Gap goals - We will use our tracking tool to ensure our gap students are meeting our goals for postsecondary readiness and find ways for them to meet each goal. We will work on each class to determine the best way for these students to meet goals.

Progress Monitoring:

- Ongoing monitoring through weekly admin meetings, monthly guidance meetings, weekly MTSS meetings.

Funding:

No additional funding is required.

Strategy 2:

Student Scheduling - MCHS teachers, admin and staff will work as a team to successfully schedule students into appropriate courses to ensure completion of dual-credit, AP and career pathways.

KCWP 4: Review, Analyze and Apply Data

KCWP 6: Establishing Learning Culture and Environment

Activities:

- Student Scheduling - Students will work with teachers and counselors to intentionally schedule classes for the upcoming year. Students will be given scheduling sheets and work with their teachers to ensure they are continuing in the appropriate course work.
- Master Schedule - Scheduling team will work to ensure students are able to complete pathways by placing courses with the least number of student restrictions when building the master schedule.
- Academic Planner - Guidance counselors will be trained on using the academic planner in Infinite Campus to schedule all students in the school and plan for their 4 years in high school and completion of pathways and graduation requirements.

Progress Monitoring:

- Ongoing monitoring through weekly admin meetings, monthly guidance meetings, weekly MTSS meetings.

Funding:

No additional funding is required.

Strategy 2:

Curriculum and Instruction

KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment Literacy**Activities:**

- Standards Alignment - Teachers will work to align curriculum and learning targets to appropriate state standards for their content area. CTE teachers will work to align to the CTE program of studies, senior level math and English will align to college readiness standards.
- Data Day - CTE teachers and senior level math and english teachers will work with administrators and curriculum coaches on data day to analyze previous year's data on EOP exams, SAT, and CERT to work on a plan for the upcoming year.
- Professional Development - CTE teachers will attend their annual summer conference. They will bring back strategies and information for the upcoming year to use in their classroom.
- CERT - MCHS will utilize CERT for SAT benchmark assessments, interventions, review material
- Mock SAT - All juniors will participate in a full length Mock SAT that will simulate the actual SAT exam in March. Students will be placed with teachers they selected.
- Kids1st - We will work with Kids1st to provide training to teachers on SAT and a presentation to parents at our winter showcase.
- Assessments - MCHS will utilize multiple assessments to assist in getting students academic or career ready. We will utilize SAT, KYOTE, EOP, Industry certifications, and others to find ways to assist students in this endeavor. We will utilize our College and Career Readiness Counselor to look into other options we haven't used in the past.

Progress Monitoring:

- Ongoing monitoring through weekly admin meetings, monthly guidance meetings, weekly MTSS meetings.

Funding:

Funding for additional testing opportunities may be needed (Industry Certification fees, benchmark assessment fees) - CTE Supplemental funding, special education funding, SBDM funding