



2025-2026 Phase One: Continuous Improvement Diagnostic for  
Schools\_08182025\_09:48

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

**Pendleton County High School**  
**Chad Simms**  
2359 Hwy 27 N  
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United States of America

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## **2025-2026 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.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

***I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).***

Please enter your name and date below to certify.  
Chad Simms 9/23/2025



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## 2025-2026 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pendleton County High School, situated 35 miles south of Cincinnati in rural Northern Kentucky, is a small, double-A school dedicated to meeting the unique needs of each student. Despite experiencing a gradual decline in enrollment over recent years, our commitment to data-driven decision-making remains unwavering as we focus on fostering both academic achievement and personal growth.

Our dedicated staff uses a variety of comprehensive data sources—including STAR reports, common unit assessments, IXL for both RTI and personalized learning plans, and Infinite Campus analytics—to continuously evaluate and address the diverse needs of our learners. Recent district investments in updated curricula for math, science, social studies, English, and Career and Technical Education (CTE) further bolster our efforts. These new resources, combined with our staff's development of detailed standards checklists and pacing guides, are designed to ensure rigorous instruction aligned with state standards, ultimately driving improved student outcomes on state assessments.

We are encouraged by gains in our transition readiness rates and remain committed to preparing every student for success beyond graduation—whether in college, career, or community life. We recognize the unique challenges faced by our community, including high poverty rates, substance abuse issues, and longstanding economic hardships. These factors, along with transportation barriers and limited home support, sometimes restrict students' access to valuable work-based learning opportunities in the Northern Kentucky region.

Despite these obstacles, our staff—half of whom are proud county residents—work tirelessly to inspire hope, uphold high expectations, and create a supportive learning environment where every student can thrive.

### School Stakeholders

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

Our community has a long history of supporting the students at Pendleton County High School. The Pendleton County Educational Foundation raises and manages funds dedicated to helping graduating seniors prepare for life after high school. We collaborate with initiatives such as the Gear-Up grant, our local family resource center, and cooperative programs to bring opportunities and resources to our

students. These partnerships are essential in ensuring that our learners can access the support they need for life after graduation.

Our district instructional team (department heads) meets monthly to analyze assessment outcomes and identify areas where additional support may be required both at the school and individual level. We also use collaborative planning meetings (PLC) to discuss the needs of our students and make decisions based on those needs. Our Site-Based Decision-Making (SBDM) council reviews assessment scores such as STAR and KSA results to help develop improvement strategies and share suggestions.

### School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Pendleton County High School is committed to fostering opportunities in a collaborative and innovative environment that empowers all to reach their full potential within a diverse and ever-changing world. Each year, our dedicated team of teachers, parents, and students collaboratively strives to achieve several key objectives. We aim for continued improvement in our state assessment results, with a particular focus on reducing the number of novice performers while at the same time trying to figure out ways to increase proficient and distinguished percentages. We believe that every student has the potential to excel, and we are committed to fostering an environment through our PLC process that will improve student outcomes.

We encourage our students to explore post-secondary options by providing a pre-college curriculum (pre-AP, AP, dual credit) designed to equip them for future opportunities.

We encourage all students to participate in at least one club, extracurricular organization, or athletic team. Engagement in these activities fosters a sense of community, teamwork, and personal growth, as well as instilling hope that can further enrich their high school experience.

### Notable Achievements

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

Our goal is to have every student be transition ready. We strive to make sure every student is ready for the next chapter of their life whether that be work, school, or both. Last year, we had a just over 94% graduation rate. In addition, many of our academic groups earned notable achievements (the Academic Team won regions). We are also continuing to refine what a 21st-century public school can look like

with remote learning possibilities through PCCares and partnerships with local colleges.

### Areas of Improvement

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

As we move into the third year of implementing our new curriculum, we continue to look at our pacing guides and make changes based on unit and STAR assessment data. We are also focusing more of our attention and next steps when looking at unit assessment and STAR results. Our technology department installed over 20 new smart TV monitors in classrooms, which will enrich the learning environment for our students. Our CTE department will be making plans to update the computer labs and shop areas, which will increase student engagement in the classroom. We plan to utilize ESS funds to hire a part-time interventionist who will focus on supporting students who are scoring at novice and apprentice levels on assessments. Faculty meetings will take a PLC approach and will have a focus on reading school wide. We are working with Dr. Petroze from Thomas More University to help guide this work. The focus is on grade level reading assignments and the idea that not only are all teacher reading teachers, but to take it further all teachers can teach the skills needed to become a successful reader. This work will turn our faculty meetings into a time where we analyze reading data and discuss next steps school wide for improvement. This targeted support is crucial in helping these students improve their skills and achieve academic success.

### Additional Information

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

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances\_08182025\_09:51

2025-2026 Phase Two: School Assurances

**Pendleton County High School**

**Chad Simms**

2359 Hwy 27 N

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United States of America

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## 2025-2026 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

- Yes
- No
- N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

**COMMENTS**

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

**Yes**

No

N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

**Yes**

No

N/A

**COMMENTS**

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

**Yes**

No

N/A

**COMMENTS**

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

**Yes**

No

N/A

**COMMENTS**

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

**COMMENTS**

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

**COMMENTS**

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

**COMMENTS**

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

**COMMENTS**

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

## **COMMENTS**

### Title I Targeted Assistance School Programs

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

Yes

No

**N/A**

## **COMMENTS**

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

**N/A**

## **COMMENTS**

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

**N/A**

## **COMMENTS**

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

**COMMENTS**

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for  
Schools\_08182025\_09:52

2025-2026 Phase Two: The Needs Assessment for Schools

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## **2025-2026 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

The district leadership, School-Based Decision Making (SBDM) council, content-alike Professional Learning Community (PLC) teams, Positive Behavioral Interventions and Supports (PBIS) committee, and PCHS interim assessment groups (dept. leaders, thought group) all meet regularly to engage in a comprehensive review of school data across multiple indicators. These teams thoroughly examine student behavior data, grade-level performance, and assessment results on a monthly basis. This multi-layered data review approach allows our school to identify strengths, pinpoint areas needing improvement, and make data-driven decisions to enhance student outcomes. The collaborative nature of these meetings also

promotes alignment and coherence in our school improvement efforts. The meetings are documented through detailed meeting minutes and agendas.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

#### Data Review Process:

District leadership, SBDM council, PLCs, PBIS committee, and assessment teams regularly review behavior, grade, and assessment data to inform decision-making.

- Meetings are well-documented through agendas and minutes.

#### Review of Previous CSIP:

- Teachers used summer planning time to align curriculum and develop assessment protocols as well as breaking down standards
- School administration and teacher leaders implemented a PLC protocol to analyze formative, interim, and summative data to determine intervention needs.
- Efforts were made to track student progress towards college/career readiness.

#### Data Trends:

- Proficiency rates in reading and math, as measured by STAR and KSA, show room for improvement, especially in science.
- Discipline referrals have decreased over the past two years.

#### Current Academic and Non-Academic State:

- Detailed data is provided on the percentage of students scoring at various performance levels in reading, math, and science on STAR and KSA assessments.
- Graduation rate, and school climate data is also included.

#### Priorities/Concerns:

- A significant percentage of students are scoring in the novice category across multiple subjects.
- Specific areas of weakness are identified by using STAR and KSA results such as over 30% of students scoring below grade level in reading and math.

#### Strengths and Leverages:

- Improvements have been seen on STAR results from last year to this years fall assessments.
- Several KSA indexes increased from the previous year.

The document concludes by prompting the school to analyze the Key Core Work Processes and identify the areas of focus for the Comprehensive School Improvement Plan.

## Objectives and Goals:

1. The school is focused on continually assessing, reviewing, and revising their school curricula to ensure all students have the necessary knowledge, skills, and dispositions for future success (KCWP 1: Design and Deploy Standards).
2. The school aims to have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making, including formative, diagnostic, interim/benchmark, and summative assessments (KCWP 2: Design and Deliver Assessment Literacy).
3. The school wants to communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure meaningful evidence of student learning (KCWP 4: Review, Analyze and Apply Data).

## Strategies:

1. For KCWP 1 (Design and Deploy Standards):

- The school is following district and KDE guidance on selecting grade-level, research-based resources for English, and Math.
- Every class has completed a standards checklist and pacing guide aligned to Kentucky State Standards.
- Every class has broken down the required standards to be taught
- Teachers are required to upload lesson plans using a district-wide template aligned with district policy.
- District and school leadership review the curriculum documents.
- PLCs include pacing checks to ensure all students have the opportunity to demonstrate mastery.
- The school is implementing a district walkthrough document to monitor the communication of learning goals and instructional practices.

2. For KCWP 2: (Design and Deliver Instruction)

3. Teacher's spend summer planning time breaking down standards to better understand the specific skills that need to be taught. Our PLC protocol helps guide the insurance that students have a clear understanding of the learning intentions. Leadership team conducts classroom walk-throughs to provide immediate feedback, as well as create dialogue that will lead to specific support for the teacher. Our PLC protocols allow teams to analyze student achievement CUA data.

4. For KCWP 4 (Review, Analyze and Apply Data):

- The district created a PLC protocol for unit test data analysis at the classroom and school-wide level.
- Teachers are required to complete a classroom analysis document after each STAR and unit test assessment.
- The school compiles school-wide data after each STAR and unit test assessment and discusses it with district leadership monthly.

## Trends

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

### Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

We have seen an increase by 4.4 points over the last two years for post-secondary readiness

We had a decrease in the total number of referrals from 793 in 23-24 to 387 in the 24-25 school year.

## Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

### Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

#### Graduation Rate

Our current graduation rate stands at 97.1%, representing a slight decrease from the previous year's rate of 98.7%. While still maintaining a high overall graduation percentage, we continue to strive to make sure every student is leaving the high

school with their diploma and ready for life after high school. In 2023 we had a status score of 74.0. Currently that score is 78.8.

Reading and Math Proficiency data on the STAR assessment from the fall assessment reveals that 33% of our current 9th graders and 39% of 10th graders scored at the Proficient/Distinguished level in reading. In math, 39% of 9th graders and 36% of 10th graders achieved Proficient/Distinguished status.

#### ACT Performance

Our school's ACT composite score stands at 16.9, which is approximately 2 points below the state average. Additionally, only 19% of our students met the ACT benchmark, indicating a need to take a deeper dive into how we are preparing our students for this assessment.

These academic and non-academic data points highlight both areas of strength and areas requiring focused improvement efforts in our school improvement plan.

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

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

#### **Example of Current Climate and Culture Narratives:**

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

Current fall STAR results show:

67% of our current 9th grade students and 57% of our 10th grade students scored below proficient in Reading

61% of our current 9th grade students and 65% of our current 10th grade students scored below proficiency in Math.

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During our dedicated collaborative planning time, content-area PLC teams will engage in deep data analysis to pinpoint the specific skills and concepts where students are struggling to demonstrate proficiency. In addition to our collaborative planning efforts, we will leverage former teachers, to provide targeted re-teaching and reassessment opportunities for the identified skill deficiencies. These one-on-one and small group tutoring sessions will give our struggling learners the personalized attention and support they need to master the essential content and skill.

### Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

#### **Example:**

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

One of our key strengths is that we were able to surpass our previous 3-year writing goal earlier than anticipated. The goal, which we had planned to meet by 2027, was achieved ahead of schedule. While we have seen small increases in reading and math proficiency and distinguished performance, we recognize that there is still work to be done in these areas. Our collaborative teams will continue to analyze data, and identify targeted interventions, to re-teach skills that lead to student success. We will continue to focus on the process of PLC's and making sure we are working smarter and not harder. We will use after school tutoring, as well as Friday and Saturday school to remediate and respond to failing grades as well as a time to respond and help those scoring below proficiency on STAR.

### Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

#### **Examples:**

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We will coordinate efforts with our FRC, gear up coach, and sources of strength along with our peer mentor committee. We will utilize several resources including infinite campus to make decisions about our targeted audience.

## Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

### 8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

**Yes**

#### **COMMENTS**

Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.

### 8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

**Yes**

#### **COMMENTS**

Pacing checks and lesson plans will be looked at weekly during PLC to ensure the entire curriculum and all standards are being taught before KSA assessments

### 8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

**COMMENTS**

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

**COMMENTS**

Utilize our PLC 's as a way (data collection) for examining (response and next steps) and interpreting data in order to determine priorities for student success on CUA's and STAR

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

**COMMENTS**

NA

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

**No**

Yes

**COMMENTS**

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement  
Plan\_08182025\_09:52

2025-2026 Phase Three: Comprehensive School Improvement Plan

**Pendleton County High School**  
**Chad Simms**  
2359 Hwy 27 N  
Falmouth, Kentucky, 41040  
United States of America

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## 2025-2026 Phase Three: Comprehensive School Improvement Plan

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

#### Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

#### The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

**ATTACHMENTS**


**Attachment Name**

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2025-2026 CSIP

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-2026 CSIP		• 1

# 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(s):

**By 2026 the high school will increase the reading and math status score of students with disabilities on the state assessment from: 17.5 to 20.13**

### Strategy:

**KCWP #2 Design and Deliver Instruction implement evidence-based strategies with fidelity**

### Activities:

- **Identify students with disabilities who score below proficiency on benchmarks and KSA.**
- **Put identified students in evidence-based reading and math programs aligned to standards.**
- **Deliver targeted remediation during the school day (small group and individualized pull-out) focused on missed standards.**
- **Provide RTI Tier 2/3 support through structured tutoring (before/after school and Saturdays) with progress monitoring protocols (IXL).**
- **Schedule PLC reviews every week to evaluate intervention effectiveness and modify group placement or instructional strategies.**
- **Offer family engagement communications (progress updates and suggested home supports) for students in interventions.**
- **Establish exit criteria (70% for IXL): students must meet predefined success criteria on consecutive formative checks and show growth on unit assessments before exiting RTI.**

### Progress Monitoring:

- **Weekly PLC reviews: Leadership team and grade level teachers will meet weekly to analyze formative and benchmark data for students with disabilities and determine next instructional steps.**
- **Mentor meeting monitoring: The mentoring committee will review attendance and grade trends for mentored students at monthly mentor meetings and recommend targeted support.**
- **Student mentor check-ins: Each identified student will be paired with an adult mentor who conducts regular check-ins (weekly or biweekly) to monitor academics, attendance, and social emotional needs.**

- **Intervention tracker updates:** Update monthly with attendance, tutoring participation, formative scores, and brief outcome notes.
- **Data-driven adjustments:** Use PLC and mentor meeting findings to adjust intervention intensity, group placement, or programing within two weeks of identifying lack of progress.

**Funding:**

**Gear up partnership**

**Title, I funds 4,687.50**

**IXL program**

## **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:**

**By 2027, the reading index scores will increase from 47.6 to 67.6.**

**By 2027, the math index scores will increase from 40.6 to 53.1.**

### **Objective(s):**

**By 2026 the high school reading and math index scores will increase from 59.5 to 63.6 for reading and math 47.4 to 50.25**

### **Strategy: KCWP #1**

- **Ensure full alignment among standards, learning targets, and success criteria so instruction, student goals, and assessment are congruent.**
- **Establish regular PLC review of unit and common assessments to monitor student progress and inform instructional decisions.**
- **Make formative data conversations a frequent practice to enable timely, evidence-based adjustments to instruction and pacing.**
- **Implement prompt curriculum and instructional changes when students do not meet mastery, including targeted interventions and reteaching.**
- **Use assessment data (formative and summative) to drive decisions about pacing, assessment design, and resource allocation.**

### **Activities:**

**Develop clear, standards aligned learning targets and a concise success criteria rubric for every unit to support consistent instruction and scoring.**

- **Schedule PLCs to analyze unit/common assessment results and plan targeted research or enrichment within one week of data review.**
- **Implement weekly formative checks (exit tickets, quick quizzes, teacher observations) and maintain a running tracker to identify trends and trigger interventions.**
- **Document curriculum adjustments, intervention strategies, and student outcomes to inform iterative improvement cycles.**
- **Align assessment schedules and design with instructional pacing, so assessments accurately measure the intended learning targets.**

**Progress Monitoring:**

- **Mastery rate on unit/common assessments (percent of students meeting success criteria).**
- **Weekly formative-check pass rate (exit tickets/quick quizzes).**
- **Benchmark KSA practice scores (district or state-aligned interim tests).**
- **Intervention caseload status (students in Tier 2/3; exit rates).**
- **PLC action items completed (reteach lessons delivered; curriculum changes documented).**

**2. Data Collection Frequency**

- **Formative checks: weekly.**
- **Unit/common assessments: at the end of each unit.**
- **Benchmarks/interims: 3–4 times per year (STAR, CERT, SAT practice).**
- **Intervention reviews: Weekly.**
- **PLC data reviews:**

**Funding:**

**Title I funds**

**Pear assessment**

**Edgenuity-14,256.00**

**Star assessment-5,544.57**

**IXL-4,687.50**

**Cert for SAT practice tests**

## 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.

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

**By 2027, the High School will increase Science, Social Studies, and writing index scores for all students from:**

**30.4 in 2022 to 41 for high school science**

**42.2 in 2022 to 50.1 for high school social studies**

**42.5 in 2022 to 67.4 for high school combined writing**

##### Objective(s):

**By 2026 the high school science, social studies, and writing index scores will increase from:**

**Science 22.7 to 28.8**

**Social Studies: 34-39.4**

**Writing: 61.3 to 63.3**

##### Strategy: KCWP #1

- **Unpack standards in PLCs into explicit learning targets and student success criteria for every lesson and unit.**
- **Backwards map units from standards to monitor pacing guides with aligned formative and summative assessments.**
- **Design daily or weekly formative checks (exit tickets, quick quizzes, mini tasks) directly tied to the learning target and rubric.**

- Use common formative assessments across teams; score with shared success criteria, rubrics and calibrate in PLCs.
- Implement item analysis in PLCs to identify misconceptions and next steps.
- Weekly PLC agenda: review data, identify top 3 standards of concern, assign research/enrichment actions, set owners/timelines.
- Leadership conducts weekly data reviews and supports resource allocation for interventions and professional learning.
- Targeted PD on unpacking standards, creating success criteria, formative assessment design, and data use.
- Teacher teams co-create exemplar lessons, rubrics, and common assessment items.
- Post daily learning targets and success criteria; use student self-checks and goal setting.
- Teach students to use rubrics to assess and revise their work; require evidence of revision after feedback.
- Communicate progress and intervention plans for students not meeting targets; invite family support for specific strategies.
- Use a dashboard to track formative checks, unit mastery, interventions, and subgroup performance.
- Monthly leadership summaries, quarterly updates.

#### Activities:

- [Click or tap here to enter text.](#) **Unpack standards: PLCs unpack Social Studies standards into daily learning targets and student friendly success criteria; create unit pacing maps tied to KCWP #1 learning goals.**
- **Curriculum maps: Align lesson sequences and assessments to standards; ensure each lesson lists the specific standard, target, and success criteria.**
- **Daily quick tasks that target prerequisite skills and standards; use as formative checks.**
- **Targeted vocabulary instruction: Teach disciplinary vocabulary with quick checks (matching, sentence frames) and include words on assessments.**

#### Formative Assessment & Feedback

- **Mini performance tasks (weekly): (multiple choice, short answer)**
- **Exit tickets tied to success criteria: End-of-lesson checks that require evidence of the specific target; use results to group students for re-teach.**
- **Common scoring protocols: Calibrate scoring in PLCs using rubrics to ensure consistency.**

- **Item analysis routines:** After each common assessment, PLCs analyze distractors and misconceptions and plan targeted lessons addressing those gaps.
- **Practice KSA administrations:** Administer full-length practice KSA or released items under testing conditions quarterly; review results and adapt instruction.
- **Teachers review assessment items aligned to standards to improve item validity and instructional alignment.**

**Progress Monitoring:**

- **Record PLC decisions and next steps in a shared action log with deadlines and impact checks.**
- **PLCs submit item analysis after each common assessment and document curriculum, or instructional changes based on patterns.**
- **Quarterly review of common assessments for standards alignment and rigor. (CTE/AH)**

**Walkthroughs & Coaching**

- **Leadership conducts regular classroom walkthroughs and provides timely feedback.**
- **Use coaching cycles for teachers needing support, with pre/post observations and measurable goals.**
- **Student goal sheets that record targets, success criteria, weekly formative scores, and mentor notes; reviewed in student conferences.**
- **Weekly: PLC snapshot and leadership brief of urgent actions.**

**Funding:**

**Pear assessment 8400**

**Edgenuity 14,256.00**

**IXL 4,687.00**

