2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09212025_17:03

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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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.

Craig Reinhart

9/21/2025

2025-2026 Phase One: Executive Summary for Schools_09212025_17:10

2025-2026 Phase One: Executive Summary for Schools

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

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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?

Simon Kenton High School, located in Independence, Kentucky, serves as a cornerstone educational institution in the rapidly growing Northern Kentucky region. The school, part of the Kenton County School District, accommodates nearly 1,900 students across grades 9-12, making it one of the largest high schools in Northern Kentucky. The campus sits on a sprawling property along Madison Pike, providing easy access for its diverse student population drawn from Independence, Morning View, Visalia, and surrounding rural areas.

The school's demographic composition reflects the evolving nature of Northern Kentucky's population. The student body is predominantly white (approximately 90%), with growing Hispanic/Latino, Asian, and multiracial populations. The teaching staff consists of 87 certified educators, supported by 40additional staff members including instructional assistants, facility maintenance, and cafeteria personnel. The surrounding community has experienced significant suburban growth in recent years, transforming from a primarily rural area to a blend of suburban developments while maintaining some of its rural character. The median household income in the area is above the state average, though the school serves students from varied socioeconomic backgrounds.

In the past three years, Simon Kenton High School has undergone several significant changes, including adapting to post-pandemic learning recovery, implementing new technology initiatives, and expanding career pathway programs. The school faces unique challenges associated with rapid community growth, including managing increasing enrollment while maintaining educational quality. The school's location at the intersection of suburban and rural areas presents transportation challenges for some students, particularly those participating in extracurricular activities. Despite these challenges, the school maintains strong community partnerships and has developed innovative programs to meet the diverse needs of its student population, including robust Career and Technical Education programs, an agriculture program, dual credit programs in both academics and trades, and advanced placement opportunities.

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 school has many stakeholders that contribute to our goals. First, our students. They are involved with school through clubs and organizations outside of the regular classroom. Our staff is professional, attending many trainings and being

committed to ongoing learning to better serve students. Our parents support our school as stakeholders through volunteer efforts, regular communication with the school, and by offering input on committees. our community members such as local business owners and corporate partners support our school by offering employment opportunities to our students, supporting the school financially, and by contributing when asked by the school.

Teachers are involved as stakeholders by:

- creating effective lesson plans using the principles of lesson plan internalization,
- participating in ILT meetings to plan instruction, review data, and adjust instruction as needed,
- delivering instruction in each class that is standards-based, requires a product from all students, and that assesses students on content,
- delivering needs-based instruction to students as part of our MTSS process, and by
- serving as adult advocates for our students.
- Leading SEL lessons with students.

Administrators are involved as stakeholders by:

- working collaboratively with teachers to improve lesson planning
- completing learning walks to assess the level of instruction taking place
- leading professional development opportunities with teachers
- participating as members of the ILT meetings
- leading staff in adult advocacy efforts
- participating as members of the MTSS structure
- leading faculty meetings and PLCs

Parents participate by:

- Supporting school efforts in growth
- Helping their children grow into young adults
- Keeping a two-way communication with school
- Supporting school efforts to promote good attendance

Students participate by:

- Attending school every day
- learning in classes throughout each day
- participating in extracurricular activities to work towards transition readiness

Community Members participate by:

- Communicating with school about important opportunities

- Providing financial or material goods to support school
- Supporting parades, concerts, plays, and sports
- Providing work-based learning opportunities for our students

SBDM is a key group in decision making for the school. This group is comprised of parents, teachers, and administrators. This monthly meeting decides policies for the school that impact student achievement.

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.

The mission of our school is straightforward. We aim for every student to graduate from Simon Kenton on time, fully prepared to transition smoothly into adulthood, whether that involves attending college or entering the workforce. Reviewed 2025.

To achieve this objective, we are committed to offering high-quality educational programs that ensure all students are equipped for their future. We collaborate with local post-secondary institutions to provide the best opportunities available for our students. Many of our students engage in programs at Simon Kenton, including the IGNITE Institute, NKU Young Scholars Program, as well as Dual Credit Courses at NKU, Thomas More University, Morehead State University, and Gateway Community and Technical College. Additionally, we partner with local industries to assist students in obtaining valuable industry certifications.

Our students benefit from a wide array of opportunities through Simon Kenton. This ensures that academically high-achieving students can earn college credits to advance their aspirations of attending universities after high school. Simultaneously, we also provide pathways for students interested in skilled trades, allowing them to get a head start on their training in fields such as auto mechanics, HVAC, welding, electrical work, and construction. For those who choose not to pursue these particular paths, we ensure they are well-prepared to take college courses after high school or to enter the workforce equipped with the essential skills needed for a successful transition into adulthood.

In summary, our primary goal is to ensure that every student graduates on time and is adequately prepared to transition into adulthood. The diverse opportunities available here empower students to pursue their unique paths toward success.

Notable Achievements

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

Some notable areas of improvement include aligning schedules more effectively with the needs of our students. We have moved to common curriculum and common plannings that utilize weekly ILT meetings to expose all students to an equitable experience that allows them to master standards. Additionally, our district and by extension our school has implemented a high-quality instructional resource in Algebra 1 (soon to include Geometry and Algebra 2) and in all four levels of English. This ensures equity among our students and ensures that the work done in each class is consistent with state standards.

The year by year percent of students who are proficient and distinguished in each assessed subject are listed below:

KSA Math:

- 22-23: 42%
- 23-24: 41%
- 24-25: 48%

KSA Reading:

- 22-23: 47%
- 23-24: 48%
- 24-25: 50%

KSA Science

- 22-23: 11%
- 23-24: 5%
- 24-25: 20%

Graduation Rate (4 year cohort)--This is a CSIP goal that we met.

- 2023: 96.0%
- 2024: 98.4%
- 2025: 98.9%

Our graduation rate has increased due to early interventions in MTSS and with our RBTL team.

In the next 3 years, we plan to improve instruction through lesson plan internalization and increased use of technology to enhance instruction and prepare students for life after high school. Additionally, we are incorporating Magic School AI into our instructional technology to help student become more sophisticated users of this emerging technology. To do so, we will have on-going professional development for staff that equips them to accomplish these goals.

Areas of Improvement

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

Simon Kenton High School has implemented various strategies to enhance educational outcomes for its students. By integrating Magic School AI and other instructional technology resources, and through the adoption and implementation of High Quality Instructional Resources in math and English, ensuring that teachers have access to the best materials available. This initiative focuses on effective instruction, equipping educators with tools to better engage students and foster learning. Addressing ACT (or SAT) scores will continue to be a focus for improvement this year, while maintaining the progress we have been making on KSA assessments.

The following areas were short of our growth goals for 24-25.

KSA Writing (CSIP goal of 77.5% in 2028)

- 22-23: 55%
- 23-24: 43%
- 24-25: 46% (this is significantly below the district average of 52% P+D)

KSA Social Studies (CSIP goal of 69.5% in 2028)

- 22-23: 39%
- 23-24: 35%
- 24-25: 37% (below the district average of 40% P+D)

ACT ELA

- 22-23: 19.2
- 23-24: 18.2
- 24-25: 18.1

ACT Math

- 22-23: 19.0
- 23-24: 18.1
- 24-25: 18.4

ACT Reading

- 22-23: 19.7
- 23-24: 18.9
- 24-25: 18.6

ACT Science

- 22-23: 19.3
- 23-24: 19.0

- 24-25: 18.5

Additional Information

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

Simon Kenton High School has achieved remarkable accomplishments in both athletics and extracurricular activities, showcasing the students' hard work and commitment. The school has consistently earned recognition for its outstanding sports teams, which exemplify the spirit of teamwork and sportsmanship. Students participate in various activities, demonstrating their dedication to excellence, whether on the field or in clubs and organizations that foster personal growth and community involvement.

Some notable achievements include Sweet 16 appearances for our girls' basketball team, top 3 rankings for our girls' soccer team, playoff appearances in football, district champions in a variety of sports, regional champions in diving and wrestling, and state appearances in diving, swimming, cross country, and bowling.

In non-sports, we have had multiple qualifiers for state a governor's cup competition, we have had competitors at FBLA national conventions, and multiple award winners at state FFA competitions. Our music program has had qualifiers for honors in both chorus and instrumental music.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report_09212025_17:04

2025-2026 Phase One: School Safety Report

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

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2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
9/17/2025

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

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes, *8/8/2025*

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

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

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

Yes

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

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

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

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

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes

2025-2026 Phase Two: The Needs Assessment for Schools_10152025_08:52

2025-2026 Phase Two: The Needs Assessment for Schools

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

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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.

Our school has several groups that review data regularly. We have adopted a recursive process to discuss data in real time through the following groups:

- MTSS committee comprised of administration, counselors, and teachers providing interventions meeting to discuss progress every 8 weeks according to district established windows. Tracking students begins upon entry to school (typically as a 9th grade student) and continues through graduation. We track progress towards transition readiness including universal screeners, ACT, and career readiness criteria. Each interventionist enters their data in the

database, Performance Matters, and this data is translated to our school dashboard.

- SBDM committee comprised of 2 administrators, 6 elected teachers, and 4 elected parents. This group reviews data from universal screeners, KSA data, and district common assessment data multiple times per year as data becomes available. The general timeline is that we are able to review AP test data in August, KSA data and MAP data in October, ACT data for 10th and 11th grade students in May, and graduation rate data in June and July. This group also is able to review district common assessment data as it beomces available accoring to our curriculum map timeline. These meetings are documented in SBDM minutes.
- Instructional Leadership Teams are comprised of teachers in certain subject areas, any collaborative teachers that work with students in their classes, and an administrator. (For example, the 3 teachers who teach English 1 classes, the special education teacher who collaborates in English 1 classes, and an assistant principal). These groups have common planning to facilitate meeting every day if needed, but they are expected to meet once per week and document their work. They review data from common formative assessments that are given approximately every two to three weeks as dictated by their pacing guide. This informs what instruction needs to take place moving forward for that subject area. This group also analyzes MAP data when it is available in fall and spring. They document their meeting progress and data through the use of a running agenda which is linked to our school dashboard.
- PLC meetings are comprised of administrators, counselors, and all teachers. These meetings are held 3 times per month and address a variety of topics, including data review. Specifically, our timeline calls for a review of discipline data in August and April, review of preliminary KSA data in September, review of district common assessments monthly, attendance data in January, review of ACT, MAP, and MTSS progress in April or May, and transition readiness/ graduation data in May. The materials and data shared in PLCs is stored in the Schoology Class created for our faculty.
- Faculty Meetings are comprised of all certified staff members. These meetings are held monthly on the second Wednesday of the month. A standing agenda item at every monthly meeting includes a review of transition readiness, data involving student progress and learning, and discipline data. The materials for these meetings are stored in the Schoology Class created for our faculty.
- Department Meetings include all teachers in each department and an administrator. They are held the first Wednesday of each month. They review data from their assessments, both common formative assessments and district common assessments. Some groups that have a course pathway for careers also review student progress towards pathway completion once per quarter. These content of these meeting is held by the department chair of each department.
- Department Chair Meetings include administration, a representative from the counseling department, and the department chairs of all subject areas. This group meets the last Wednesday of each month. This group reviews data including attendance, discipline, KSA, ACT, MAP, and District Common

Assessments once those results are published. The progress of this group is kept in a running agenda.

- Administrator Meetings are composed of all administrators and this group meets every Monday morning. This group reviews assessment data and plans for upcoming assessments such as MAP, ACT, KSA, AP, etc. This group also reviews progress on our MTSS program. The work from this group is documented in a running agenda.
- Counselor meetings consist of the counselors at the school and the principal. This group meets every Monday afternoon. They review SEB data, review data from assessments of students with whom they are working, and plan for events that involve counselors. They also work to collect, analyze, and use data involving scheduling and course requests. This work is documented in a running agenda.
- SEB meetings consist of all administrators, counselors, SEB interventionist, and the family resource center coordinator. It meets every Tuesday after school. This group reviews data involving attendance, suicide and threat assessments, transition readiness, chronic absenteeism, hospitalizations, legal issues with students, McKenney Vento students, foster students, and students in school-based therapy. This work is housed in a running agenda and spreadsheet that is analyzed weekly.
- Administrator Data Meeting consist of all administrators. This group meets on Friday at the end of each month. This group reviews all assessment data including KSA, MAP, ACT, AP, District Common Assessments, Common Formative Assessments, SEB data, behavior data, attendance data, teachers observation data, and data on lesson plan feedback. This work is documented in a common running agenda with links to the data needed.
- CTE advisory group consists of PLC teachers in pathway courses, administrators, parents, and community business leaders. This group meets once per quarter. They examine data involving pathway completion and promotion of expanded pathways in the CTE realm. Their work is documented through minutes taken at the meeting by the TEDS coordinator.
- Parent Group-This group consists of all parent/guardians. Information about assessment data, behavior data, and discipline data is shared with this group once publicly available throughout the year. This information is documented on parent memos sent weekly.
- KSA preliminary data was shared with staff who have signed non-disclosure forms at our August record's day and at our September Faculty Meeting.

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?

Last year, our CSIP called for English and Math ILT groups to review the English and Math curriculum for alignment to standards, given we had a new curriculum in all levels of English and through Algebra 1 for math. This group was also responsible

for administering biweekly common formative assessments on their content. On the administrator end, we reviewed standards before and during learning walks to ensure instruction was at the level of the standard. There was a similar process for science and social studies, but there was also a focus on reading strategies and vocabulary within these content areas. Common assessment data was used to inform teaching assignments for this school year and to identify areas where training is needed.

We also had goals to address the achievement gap specifically for students with disabilities. Our process for ILTs was the same as listed above. In addition to that, all ILT groups disaggregated their assessment data for SWD, there was a focus on intentional teaching of academic vocabulary, there were specific grades reports for SWD, and a focus on lesson planning to address SWD.

Our next goal involved EL progress. Our strategies were to familiarize teachers with the EL handbook and to share instructional strategies that addressed EL student needs. This also involved the use of technology tools to help EL students access the curriculum.

Our next goal involved the quality of school climate and safety survey. To this end, we implemented an SEB curriculum and schedule, combined with professional development to implement this plan. We also focused on broadening the use of restorative practices through staff training.

Our next goals involved postsecondary readiness and graduation rate. Using our MTSS process and associated interventions, we implemented adult advocate meetings multiple times per year to discuss postsecondary readiness with all of our students. Additionally, we had a recursive data process in conjunction with MTSS to ensure students remained on track for graduation.

Given all of the goals and processes above, we certainly had some successes and some areas for growth based on our KSA data. Some areas that were particularly effective were graduation rate, transition readiness, and math for students with disabilities, while areas that leave room for improvement are combined writing, reading for students with disabilities, science, and social studies. We will keep the processes we have put in place for our effective areas, while enacting some other strategies to address our areas where we had some slide.

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.

- Math:
  - 2023: 42% P+D, 15% SWD
  - 2024: 41% P+D, 15% SWD
  - 2025: 48% P+D, 14% SWD
- Reading
  - 2023: 47% P+D, 18% SWD
  - 2024: 48% P+D, 10% SWD
  - 2025: 50% P+D, 7% SWD
- Science
  - 2023: 11% P+D, 8% SWD
  - 2024: 5% P+D, 2% SWD
  - 2025: N/A
- Writing
  - 2023: 55% P+D, 16% SWD
  - 2024: 43% P+D, 12% SWD
  - 2025: 46% P+D, 11% SWD
- Social Studies
  - 2023: 39% P+D, 8% SWD
  - 2024: 35% P+D, 9% SWD
  - 2025: 37% P+D, 7% SWD
- Graduation Rate
  - 2023: 96.0%
  - 2024: 98.4%
  - 2025: 98.9%
- Transition Ready KCSD
  - 2023: 94.5%
  - 2024: 94.9%
  - 2025: 100%
- ACT ELA
  - 2023: 19.2
  - 2024: 18.2
  - 2025: 18.1
- ACT Math
  - 2023: 19.0
  - 2024: 18.1
  - 2025: 18.4

- ACT Reading
  - 2023: 19.7
  - 2024: 18.9
  - 2025: 18.6
- ACT Science
  - 2023: 19.3
  - 2024: 19.0
  - 2025: 18.5
- Behavior Referrals** Trends need to be seen in context of a our new cell phone policy. 669 of these referrals were for cell phones. Removing these referrals would have made the 2025 number 1259 office discipline referrals.
  - 2023: 1501
  - 2024: 1593
  - 2025: 1928**

Based on the trend data presented here, the areas for improvement are science, writing, and social studies as it pertains to the KSA. The initiatives we began and refined last year led to improvement with the percentage of students that are proficient or distinguished in each subject area, but the percent of students with disabilities who reached proficiency decreased slightly.

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.

- In KSA math, 48% of students were P+D, with 14% of SWD P+D
- In KSA reading, 50% of students were P+D, with 7% of SWD P+D
- In KSA science, data is not yet available
- In KSA writing, 46% of students were P+D, with 11% of SWD P+D
- In KSA social studies, 37% of students were P+D, with 7% of SWD P+D
- Our graduation rate (4 year) was 98.9%
- Our KCSD transition ready rate was 100%
- Our ACT score averages were: ELA 18.1, Math 18.4, Reading 18.6, Science 18.5
- For our district common assessments, our running averages for 24-25 were:
    - Algebra 1: 65.63%
    - Geometry: 68.00%
    - Algebra 2: 54.20%
    - English 1: 51.00%
    - English 2: 57%
    - English 3: 44.75%
    - English 4: 53.00%
- AP Score Information
    - AP Biology: 39 students tested, 29 scored 3 or higher
    - AP Calculus: 24 students tested, 16 scored 3 or higher
    - AP English Language: 13 students tested, 13 scored 3 or higher
    - AP English Literature: 5 students tested, 5 scored 3 or higher
    - AP Environmental Science: 52 students tested, 44 scored 3 or higher
    - AP European History: 49 students tested, 16 scored 3 or higher
    - AP Human Geography: 68 students tested, 44 scored 3 or higher
    - AP Psychology: 4 students tested, 4 scored 3 or higher
    - AP Statistics: 12 students tested, 11 scored 3 or higher
    - AP US History: 46 students tested, 31 scored 3 or higher
- Our students took approximately 978 dual credit courses in conjunction with local post secondary institutions.

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.

- We had 1928 behavior referrals. However, this includes 669 discipline referrals for our new cell phone policy. Without those referrals included, we would have had a 16% drop in behavior referrals
- Positive responses on the student survey question "students from this school respect one another's differences" increased from 58% to 65%. This CSIP goal was met.
- Positive responses on the student survey question "the consequences for breaking the rules are the same for all students" increased from to 69%. This CSIP goal was met.
- Staff retention rates were 94% leading to continuity in the staff.
- Our attendance rate for the school was 95%, just short of our goal of 96.25% attendance.

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.

Our students showed growth in all areas of academics tested on KSA:

- Math 48%, up from 41%
- Reading, 50%, up from 48%
- Writing, 46%, up from 43%
- Social Studies, 37%, up from 35%
- Graduation Rate, 98.9%, up from 98.4%

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.

These improvements were due to an overall collaborative effort through school planning, ILT groups with intentional focus on student mastery through common formative assessments and district common assessments, and utilizing MTSS to target students for improvement. This showed results in our KSA assessment data.

Last year, groundwork was laid for lesson plan internalization to ensure standards-based language was prevalent in all classes. Teachers received training on lesson plan internalization multiple times throughout the year and are all implementing this process to start 25-26. Additionally, through the planning process, an intentional focus is being placed on spiral review to reiterate standards towards the KSA and ACT (now SAT).

We have many community partners in the School to Work program which contributes to career readiness and several post secondary institutions that allow students to earn college readiness qualifications. Additionally, outside mental health providers serve a vital role in helping our students through our school-based therapy program.

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

In 24-25, our school began the lesson plan internalization process with all teachers. A major focus of this was to ensure curriculum maps were appropriately aligned and that HQIRs were utilized in all classes where available. This process is continuing in 25-26 in conjunction with district training.

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

We have a robust structure to observe and give feedback on a regular basis to all teachers to ensure instruction is in alignment with appropriate instructional practices and have frequent training on behavioral/social emotional needs for all staff including trauma informed care, restorative practices, and MTSS to target students who need additional support.

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

Our school follows the district balanced assessment plan that includes:

- Minute to minute, day to day formative assessment in the classroom.
- ILT common formative assessments to ensure equity among students who have different teachers within the building and to allow frequent adjustments within our ILTs to move students forward.

- District common assessments to ensure equity among students compared to other schools in the district and to measure our progress towards mastery of standards on KSA.
- KSA and ACT (now SAT) assessments to measure progress relative to other schools in the state and to make adjustments as needed.

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

Question is addressed in 8c.

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

Question is addressed in 8c.

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

We will continue our current process.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10152025_08:48

2025-2026 Phase Two: School Assurances

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

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2025-2026 Phase Two: School Assurances 3

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)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11242025_09:05

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

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

SK CSIP Phase 3 November 2025

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP Phase 3 November 2025		•
SK CSIP Phase 3 November 2025		• 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, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - 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):

Simon Kenton will increase the percentage of SWD who are proficient or distinguished in reading from 7% in 2025 to 18.63% in 2026.

Simon Kenton will increase the percentage of SWD who are proficient or distinguished in math from 14% in 2025 to 22.6% in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:

Teacher training in PLCs on vocabulary mastery and retention strategy.

Teachers implement vocabulary strategies in a systemic manner across the curriculum.

Training for teachers on lesson plan internalization. Feedback for lessons submitted. Differentiated support for teachers based on written lesson plans.

Continue training staff on effective strategies for co-teaching in collaborative classrooms.

Teachers in resource classes will utilize material from HQIR (Study Sync) to support instruction in the resource classrooms for reading.

Disaggregate and analyze data from common assessments at each ILT meeting.

Develop strategies based on assessment results to target SWD.

ILT creation of a common standards-based weekly lesson plan that addresses what standard is being taught and how mastery can be ensured.

Teacher visits to high-performing teachers to observe teaching of the standards in real time.

Progress Monitoring:

Student data from common formative assessments and district common assessments recorded in the school assessment data dashboard. This data is specifically disaggregated for students with disabilities. Assessments may be given through Performance Matters or other platforms such as Amplify Desmos, Study Sync, or teacher-generated assessment tools.

Funding:

None

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:

Simon Kenton will increase the percentage of students who are proficient or distinguished in reading from 50% in 2025 to 75% in 2030.

Simon Kenton will increase the percentage of students who are proficient or distinguished in math from 49% in 2025 to 74.5% in 2030.

Objective(s):

Simon Kenton will increase the percentage of students who are proficient or distinguished in reading from 50% in 2025 to 56.25% in 2026.

Simon Kenton will increase the percentage of students who are proficient or distinguished in math from 49% in 2025 to 55.38% in 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

Instructional leadership teams in (ILTs) English and math review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content according to the assessment calendar created in each ILT.

Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.

Training for teachers on lesson plan internalization. Feedback for lessons submitted. Differentiated support for teachers based on written lesson plans.

English and math teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.

Administration reviews district common assessment data and MAP data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.

Progress Monitoring:

Progress will be measured by formative assessments, both those that are district common assessments and those that are ILT formative common assessments. The number of students who take each assessment and the number who reach proficiency, as defined by 70% or higher on assessments, will be recorded in our school-level assessment dashboard.

Learning walk data is generated during each instructional walk and recorded by administration on our PPR tracking sheet, which allows areas that need additional support to be identified.

Funding:

None

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	No
Quality of School Climate and Safety	No
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:

Simon Kenton will increase the percentage of students who are proficient or distinguished in science from 20% in 2025 to 60% in 2030.

Simon Kenton will increase the percentage of students who are proficient or distinguished in social studies from 37% in 2025 to 68.5% in 2030.

Simon Kenton will increase the percentage of students who are proficient or distinguished in writing from 47% in 2025 to 73.5% in 2030.

Objective(s):

Simon Kenton will increase the percentage of students who are proficient or distinguished in science from 20% in 2025 to 30% in 2026.

Simon Kenton will increase the percentage of students who are proficient or distinguished in social studies from 37% in 2025 to 44.88% in 2026.

Simon Kenton will increase the percentage of students who are proficient or distinguished in writing from 47% in 2025 to 53.56% in 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

Instructional leadership teams in (ILTs) English, science, and social studies review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content according to the assessment calendar created in each ILT.

Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.

Training for teachers on lesson plan internalization. Feedback for lessons submitted. Differentiated support for teachers based on written lesson plans.

English, science, and social studies teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.

Administration reviews district common assessment data and MAP data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.

Progress Monitoring:

Progress will be measured by formative assessments, both those that are district common assessments and those that are ILT formative common assessments. The number of students who take each assessment and the number who reach proficiency, as defined by 70% or higher on assessments, will be recorded in our school-level assessment dashboard.

Learning walk data is generated during each instructional walk and recorded by administration on our PPR tracking sheet, which allows areas that need additional support to be identified.

Funding:

None

Priority Indicator #2: Postsecondary Readiness

Three- to Five-Year Goal:

Simon Kenton will increase the percentage of students who are transition ready as defined by KDE criteria from 86% in 2025 to 100% in 2030.

Objective(s):

Simon Kenton will increase the percentage of students who are transition ready as defined by KDE criteria from 86% in 2025 to 89.5% in 2026.

Strategy:

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

Activities:

Simon Kenton will hold adult advocacy student readiness conferences three times per year focused on transition readiness according to the CBAS model and the KDE criteria.

All juniors are given the SAT assessment in March of their junior year. If they fail to meet benchmark, they are provided interventions and take the KYOTE at the end of their junior year. Seniors are scheduled into intervention classes to prepare for the KYOTE assessments based on test scores from ACT (soon to be SAT) during their junior year.

All juniors are given a practice SAT to identify current level of performance. Those that fall in the score ranges as below benchmark are scheduled into MTSS interventions for college readiness. (The practice test will not be necessary after 2025, as sophomores will be taking the PSAT to provide baseline data.)

During scheduling each year, students are encouraged to participate in business and agriculture pathway courses to work towards certifications that are recognized by KDE.

During senior year, students are encouraged to participate in the school-to-work program that will result in career readiness when successfully completed. Students who are not college or career ready are scheduled into our college and career readiness course that focuses on obtaining an industry certification in one or more high demand areas.

Progress Monitoring:

Simon Kenton will monitor progress of all 10th-12th grade students on our transition readiness dashboard to ensure a plan is in place for students to become college and/or career ready.

Funding:

Some funding may be necessary for fees associated with industry certification tests, and this will vary student to student.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.