



2025-2026 Phase Three: Comprehensive School Improvement Plan_12302025_14:28

2025-2026 Phase Three: Comprehensive School Improvement Plan

Mercer County Senior High School
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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.**

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Mercer County Senior High School CSIP 2025-26 SY	attached	.

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):

With the results of the May 2026 KSA administration, Mercer County Senior High School will reduce the percentage of students with IEP's performing at the Novice level to below 50% in Reading and below 55% in Math, as measured by KSA results, through standards-aligned instruction, targeted interventions, consistent progress monitoring, and rigorous and intentional classroom instruction.

Strategy:

Mercer County Senior High School will reduce novice Reading and Math by utilizing its Study Skills time, along with Titan Time, with IEP students to set goals to achieve Apprentice or above as reported by KSA performance ratings. IEP students will be exposed to strengthened Tier 1 instruction, accompanied by their IEP accommodations and specifically designed instruction through Tier 2 Study Skills classes, emphasizing foundational skill development to increase performance. All instruction will be continuously reviewed to ensure alignment with Kentucky's Academic Standards.

Activities:

Daytime ESS, Study Skills Tier 2 Interventions, Titan Time Monitoring and Interventions, After School ESS

Progress Monitoring:

KSA data, Mastery Prep data, PLC Data, Case Manager Input, Student Performance Data in the academic content setting

Funding:

SBDM Section 6, Title funds, District IDEA funding

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 the Spring of 2028 Kentucky Summative Assessment (KSA) test administration, the school will increase overall student proficiency rates (Proficient and/or Distinguished) to greater than or equal to 65% in both Reading and Mathematics, while simultaneously reducing the percentage of students performing at the Novice level to below 15% schoolwide, as measured by KSA Reading and Mathematics student performance results. This goal will be achieved through the implementation of standards-aligned core instruction, targeted and intensive interventions through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive practices, and the fidelity of instructional supports and accommodations across all grade levels.

Objective(s):

Beginning with the Spring 2026 Kentucky Summative Assessment (KSA) and continuing annually, the school will systematically increase the percentage of students scoring Proficient and Distinguished while decreasing the percentage of students scoring at the Novice level in both Reading and Mathematics, as measured by KSA results. This continuous improvement will be supported through the implementation of standards-aligned Tier 1 instruction, targeted Tier 2 interventions in Titan Time and Daytime ESS, through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive instructional practices, and the fidelity of instructional supports and accommodations to ensure sustained, measurable growth each year.

Strategy:

Mercer County Senior High School will follow the two areas identified in Phase II's Needs Assessment from the Key Core Work Processes.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

At the Tier One level, Mercer County Senior High school will use the school level Instructional Planner template to ensure all Reading and Math content is aligned to the Kentucky Academic Standards. Further, the administrative instructional team will evaluate and provide support/feedback on target congruence between standards and assessments. Last, the administrative team will evaluate and provide support/feedback on ways to make lessons more engaging and rigorous for all MCSHS students.

Progress Monitoring:

Administrative Instructional Team monitoring, MTSS Data, KSA Data, Mastery Prep Data, Titan Time student/teacher conferencing, GEAR UP KY support, and SBDM Council Updates.

Funding:

SBDM Section 6, Title funds, District IDEA funding, YSC aid, GEAR UP KY aid.

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)	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 the Spring of 2028 Kentucky Summative Assessment (KSA) test administration, the school will increase overall student proficiency rates (Proficient and/or Distinguished) to greater than or equal to 65% in Editing and Mechanics, while simultaneously reducing the percentage of students performing at the Novice level to below 15% schoolwide, as measured by KSA Editing and Mechanics student performance results. This goal will be achieved through the implementation of standards-aligned core instruction, targeted and intensive interventions through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive practices, and the fidelity of instructional supports and accommodations across all grade levels.

Objective(s):

Beginning with the Spring 2026 Kentucky Summative Assessment (KSA) and continuing annually, the school will systematically increase the percentage of students scoring Proficient and Distinguished while decreasing the percentage of students scoring at the Novice level in Editing and Mechanics, as measured by KSA results. This continuous improvement will be supported through the implementation of standards-aligned Tier 1 instruction, targeted Tier 2 interventions in Titan Time and Daytime ESS, through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive instructional practices, and the fidelity of instructional supports and accommodations to ensure sustained, measurable growth each year.

Strategy:

Mercer County Senior High School will follow the two areas identified in Phase II's Needs Assessment from the Key Core Work Processes.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

At the Tier One level, Mercer County Senior High school will use the school level Instructional Planner template to ensure all Editing and Mechanics, embedded in 9th, 10th, and 11th grade English curriculums are aligned to the Kentucky Academic Standards. Beginning in January 2026, all Mercer County Senior High school students in grades 9 through 11 will take a universal screener for Editing and Mechanics, developed by our English department, to determine where instruction needs to be targeted. Further, the administrative instructional team will evaluate and provide support/feedback on target congruence between standards and assessments. Last, the administrative team will evaluate and provide support/feedback on ways to make lessons more engaging and rigorous for all MCSHS students.

Progress Monitoring:

Administrative Instructional Team monitoring, MTSS Data, KSA Data, Mastery Prep Data, Titan Time student/teacher conferencing, GEAR UP KY support, and SBDM Council Updates.

Funding:

SBDM Section 6, Title funds, District IDEA funding, YSC aid, GEAR UP KY aid.