

Comprehensive School Improvement Plan (CSIP)

Menifee County High School

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](#)

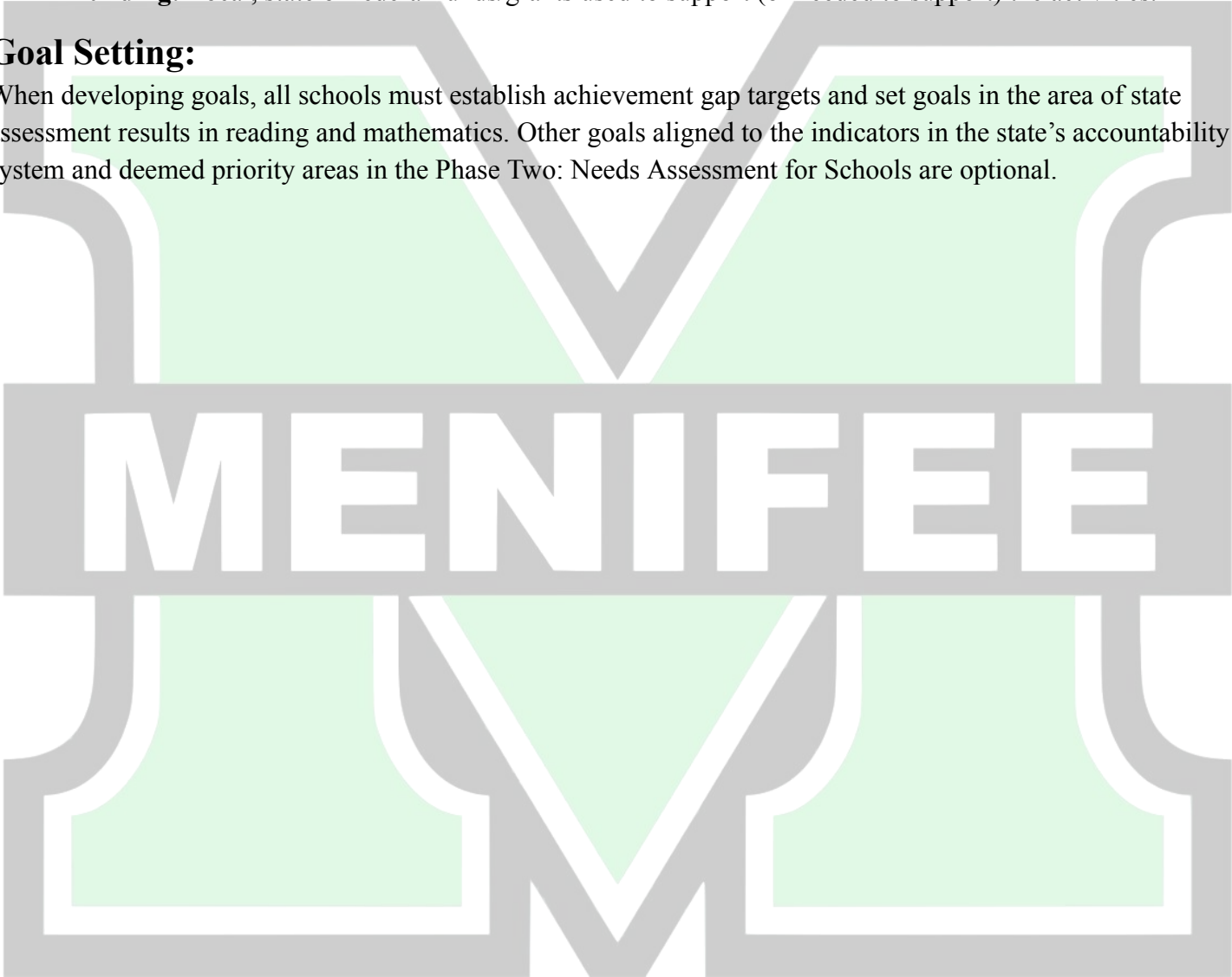
KCWP 5: Design, Align and Deliver Support

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.

A large, stylized watermark of the Menifee logo is centered on the page. It features a large, light green letter 'M' with a thick grey outline. The word 'MENIFE' is written in white, bold, sans-serif capital letters across the middle of the 'M'. The letter 'E' is partially cut off on the right side.

MENIFE

Required Goals

Improvement Priorities

Improvement Priority (IP) #1

Refine the current PLC structure to include a formal data protocol that requires identifying needs and planning for timely reteaching during core instruction and supplemental instruction during a designated period to address foundational gaps in student performance.

Improvement Priority (IP) #2

Communicate and implement common instructional expectations (i.e., “Teacher Look-Fors [Anchored to Student Expectations]”). Consistently monitor the implementation of these expectations to ensure teachers receive timely, actionable feedback and coaching to support and improve instruction.

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): Achievement Gap

Reading: By May 2027, Menifee County High School *students who are economically disadvantaged* will increase the percentage of students scoring Proficient/Distinguished in Reading from 37% to 43.6% as measured by the Spring 2026 KSA.

By May 2027, Menifee County High School 8th Grade *students who are economically disadvantaged* will increase the percentage of students scoring Proficient/Distinguished in Reading from 24% to 27% as measured by the Spring 2026 KSA.

Math: By May 2027, Menifee County High School *students who are economically disadvantaged* will increase the percentage of students scoring Proficient/Distinguished in Math from 25% to 27.1% as measured by the Spring 2026 KSA.

By May 2027, Menifee County High School 8th Grade *students who are economically disadvantaged* will increase the percentage of students scoring Proficient/Distinguished in Math by 20% as measured by the Spring 2026 KSA.

Strategy:

KCWP 2 Design and Deliver Instruction

Activities:

- **Implement a process to ensure curricular coherence by aligning standards, learning intentions, success criteria, assessments, high-quality instructional resources, and professional development.**
 - **Utilize Unit Internalization Protocol**
- **Establish/Implement/Refine a process that allows for elements of the curriculum to be adjusted based on data. Use PLC protocol that supports curriculum reflection to adjust pacing and identify red flag standards each quarter.**
- **Data analysis process to measure the effectiveness of instructional resources and programs. Conduct Student Intervention Meetings.**

Progress Monitoring:

Pacing Documents: Due at the beginning of the school year and reviewed at the end 1st quarter, and again at 3rd quarter, monitored by the curriculum and instructional team (CIA).

Annotated Lesson Plan: Daily monitoring by curriculum and instructional team.

Data: Formative/Summative: reviewed monthly during PLC Meeting, monitored by the curriculum and instructional team

Walkthroughs: Conducted daily throughout the building by the CIA team, and feedback is provided to staff. Data is to be reviewed by the curriculum and instructional team during CIA Meetings.

Curriculum and Instructional Team Meetings: Conducted biweekly by the CIA team and monitored by the Principal and Chief Academic Officer

iReady Data: Conducted at least 3 times per year, data analyzed by all stakeholders each time the assessment is administered. Monitored by the Principal

PLC meeting minutes/agenda: Weekly PLC meetings to be monitored by the curriculum and instructional team.

Turn around Team and Advisory Team: meetings will be held monthly to monitor school data, conduct CSIP monitoring, and review policy to be monitored by the Principal.

SIT Team Meetings/Minutes: Monthly Student Intervention Team Meetings. Monitored by CIA team.

Funding:

SBDM

Objective(s):

By May 2027, students with disabilities (SWD) will increase proficiency by 3 percentage points in reading and 3 percentage points in math, as measured by KSA and aligned HQIR common assessments.

By May 2027, Menifee County High School will reduce the novice rate of students with disabilities by 10% .

Strategy:

KCWP 2: Design and Deliver Instruction

Activities:

- **Strengthen MTSS and Specially Designed Instruction (SDI) to ensure students with disabilities participate fully in daily reading, writing, thinking, problem solving, and discourse aligned to the Kentucky Academic Standards. Co-teaching, SDI lesson design, and intervention supports will be aligned to district expectations for rigor and grade level access.**

Progress Monitoring:

SIT Team Meetings/Minutes: Monthly Student Intervention Team Meetings. Monitored by CIA team.

Special Education PLC: meets monthly to monitor progress and set expectations, and is monitored by the Principal.

Funding:

SBDM

IDEA

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 May of 2029, Menifee County High School will increase the proficiency rate in reading from 38% to 59.1% as measured by the Kentucky Summative Assessment.

Middle Grade Reading: By May of 2028, Menifee County High School will increase the proficiency rate in reading from 32% to 42.5% as measured by the Kentucky Summative Assessment.

By May of 2029, Menifee County High School will increase the proficiency rate in math from 28% to 46.8% as measured by the Kentucky Summative Assessment.

Middle Grade Math: By May of 2028, Menifee County High School will increase the proficiency rate in math from 22% to 34% as measured by the Kentucky Summative Assessment.

Objective(s): Reading

By May 2027, Menifee County High School will increase the percentage of students scoring Proficient/Distinguished in Reading from 38% to 50.3% as measured by the Spring 2026 KSA.

By May 2027, Menifee County High School (8th Grade) will increase the percentage of students scoring Proficient/Distinguished in Reading from 32% to 34.6% as measured by the Spring 2026 KSA.

Objective(s): Math

By May 2027, Menifee County High School will increase the percentage of students scoring Proficient/Distinguished in Math from 28% to 35.4% as measured by the Spring 2026 KSA.

By May 2027, Menifee County High School (8th Grade) will increase the percentage of students scoring Proficient/Distinguished in Math from 22 % to 30% as measured by the Spring 2027 KSA.

Strategy:

KCWP 2 Design and Deliver Instruction

KCWP 4 Review, Analyze, Apply Data Results

Activities:

- **Implement a process to ensure curricular coherence by aligning standards, learning intentions, success criteria, assessments, high-quality instructional resources and professional development.**
 - **Utilize Unit Internalization Protocol**
 - **Monitoring of HQIR implementation**
- **Establish a process for vertical curriculum alignment to identify and address instructional gaps and calibrate understanding of standards progression.**
 - **Implement Vertical Cadre**
- **Ensure classroom use of learning intentions, success criteria, and feedback so students are able to self-assess, self-regulate and drive their own learning.**
 - **Student Data Notebook**
 - **Increase frequency of Student Conferences**
- **Refine a protocol that empowers teachers to learn from one another by collaborating to co-plan, share instructional strategies, analyze student data, and determine next steps to meet student needs.**
 - **Utilize the PLC protocol to ensure**
 - **Co-planning**
 - **Opportunities for sharing strategies and analysing data**
 - **Use student data to guide coaching conversations and identify instructional next steps**
 - **Align feedback to clear instructional expectations and use walkthrough data to provide targeted support and follow-up coaching**
 - **Support teachers in reflecting on their practice and adjusting instruction based on evidence**

Progress Monitoring:

Pacing Documents: Due at the beginning of the school year and reviewed at the end 1st quarter, and again at 3rd quarter, monitored by the curriculum and instructional team (CIA).

Annotated Lesson Plan: Daily monitoring by curriculum and instructional team.

Data: Formative/Summative: reviewed monthly during PLC Meeting, monitored by the curriculum and instructional team

Walkthroughs: Conducted daily throughout the building by the CIA team, and feedback is provided to staff. Data is to be reviewed by the curriculum and instructional team during CIA Meetings.

Curriculum and Instructional Team Meetings: Conducted biweekly by CIA team and monitored by the Principal and Chief Academic Officer

8th Grade iReady Data: Conducted at least 3 times per year, data analyzed by all stakeholders each time the assessment is administered. Monitored by the Principal

PLC meeting minutes/agenda: Weekly PLC meetings to be monitored by the curriculum and instructional team.

Turn around Team and Advisory Team: meetings will be held monthly to monitor school data, conduct csip monitoring, and review policy to be monitored by the Principal.

Funding:

SBDM

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	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Priority Indicator #1: State Assessment Results in science, social studies, and writing.

Objective(s): By May 2027, Menifee County High School and 8th Grade will improve proficiency in the Science, Social Studies, and Writing by 10%.

Strategy:

KCWP 2 Design and Deliver Instruction

Activities:

- **Implement a process to ensure curricular coherence by aligning standards, learning intentions, success criteria, assessments, high-quality instructional resources, and professional development.**
 - Utilize Unit Internalization Protocol
 - Monitoring of HQIR implementation
- **Ensure classroom use of learning intentions, success criteria, and feedback so students are able to self-assess, self-regulate and drive their own learning. Student Data Notebook**

- Increase frequency of Student Conferences
- Refine a protocol that empowers teachers to learn from one another by collaborating to co-plan, share instructional strategies, analyze student data and determine next steps to meet student needs.
 - Utilize the PLC protocol to ensure
 - Co-planning
 - Opportunities for sharing strategies and analysing data
 - Use student data to guide coaching conversations and identify instructional next steps
 - Align feedback to clear instructional expectations and use walkthrough data to provide targeted support and follow-up coaching
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Progress Monitoring:

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Turn around Team and Advisory Team: Council meetings will be held monthly to monitor school data, conduct CSIP monitoring, and review policy to be monitored by the Principal.

Funding:

SBDM

