



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools - SOMERSET HIGH

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Somerset High School
Jeffrey Wesley
301 college Street
Somerset, Kentucky, 42501
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.

Jeff Wesley

10/1/2025



2025-2026 Phase One: Executive Summary for Schools - SOMERSET HIGH

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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?

Somerset High School was founded in 1888 and as such has a long and storied history with rich traditions that are held in high regard by all stakeholders. We have a student population around 550 and are situated in downtown Somerset, Pulaski County in South Central Kentucky. Somerset is a city of the 3rd Class and has a growing and relatively diverse population for the region. Our minority population at Somerset High School is around 18%. Our free & reduced meal population is around 52%. We have a great relationship with local government and commerce organizations and they serve as tremendous resources to our students. The Somerset Energy Center which houses City Hall, Somerset-Pulaski Economic Development Authority, and the Somerset Police Department are within 100 yards of the high school. Our school recently underwent renovations to multiple areas of the high school and our sports facilities (Alumni & Aquatic Center, Football field, and Soccer complex). The challenges facing Somerset High School are to hold on to the history & traditions of the past while moving forward, preparing students to be ready for their transition into a 21st century world. Our website <https://www.somerset.k12.ky.us/1/Home> and Somerset High School Facebook page highlight more of our story.

School Stakeholders

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

The school's stakeholder groups include students, parents, staff, alumni, partnering institutions of business and higher education, and the community at large.

However, the nucleus of our stakeholders are the students, parents, and staff. This is also the order in which we prioritize and filter educational decisions, with students at the top of that list. Our stakeholders' involvement in the improvement planning process begins with input via surveys for staff, parents, and students. This includes the state mandated surveys. We also do student voice surveys, taking information from approximately 100 of our randomly selected students.

Additionally, each grade level in our high school elects two representatives to serve on the Superintendents Advisory Council. This group of students also includes two minority members of the senior class to give greater perspective to equity. Finally, our SBDM Council consists of 3 teacher members, one minority teacher representative, and two parent members. These are some of the avenues our stakeholders have to inform, advise, and engage in the improvement planning process.

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.

Somerset High School values the traditions of the past while preparing students to be leaders in their communities with the skills to thrive in the modern world. On the main entrances to our building hang signs that read: "Through these halls pass tomorrow's leaders." We believe in this and it is reflected in our vision and our expectations for staff and students alike. We continually work towards growth and refinement with aligned, rigorous curriculum integrating 21st century skills. We also value student participation in clubs, organizations, the arts, and athletics. We believe in a well-rounded individual capable to lead as a product of Somerset High School.

Vision Statement

The vision of Somerset High School is to graduate skilled leaders in their academic areas of interest who are well-equipped to impact the world with thoughtful decisions to the betterment of themselves, their families, and their communities.

Mission Statement

The mission of Somerset High School is to be intentional in all decisions, prioritizing the needs of students at the individual level to ensure equal educational opportunities in order to equip students to pursue their post-secondary goals and develop their abilities as leaders wherever their pursuits may take them.

Notable Achievements

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

In recent years, Somerset High School achieved several notable accolades in academics. We hope to find that we are a blue school per Kentucky State Accountability when we receive our full data. We have a thriving arts program highlighted by our school musical performances that are of a very high caliber and are an integral part of the school. We have highly successful athletic programs that nearly 50% of our students participate in. We have various clubs including CTSOs that are community-minded and give students outlets to shine as leaders. In particular, the Solar Car Team led the way in large-scale project-based learning last year and won a national championship in their division at the Solar Car Challenge in Dallas, Texas. We also offer a robust number of offerings of Dual Credit coursework (Now including an Aviation pathway) with just over one third of all SHS students taking at least one Dual Credit class. Most earn multiple college credits while in high school. Our board of education supports this and allows for equitable access to higher education by paying the tuition for all in-house Dual Credit classes not

covered by state scholarships. Indeed, Somerset High School has much to be proud of.

In the next three years the challenge for Somerset High School will be to implement new and recently revised standards in aligned, rigorous curricula using 21st century skills and engaging, research-based instructional techniques to prepare students for success as they transition to the next phase of their lives beyond Somerset High School. Under the current system of accountability, we want to be a "Blue" school and maintain that top level of performance and are working diligently to help students become academically and career ready to make their transition. Another challenge will be to continue to grow and improve academically while upholding the programs and organizations that give students the outlets to become leaders and practice becoming the successful adults we desire them to be. Finally, we must continue to make SHS a destination for learners, be they students or staff.

Recruitment, retention, and enrichment of staff remain a focal point in order to support the learning needs of students and provide the greatest culture of support and collaboration.

Areas of Improvement

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

Our greatest need as a school is to improve on our response to intervention. We must take greater accountability for our students who are lacking in academic skills by naming and claiming them in a more well-formed RTI system. We implemented a more comprehensive MTSS system this year that includes a 25 minute daily "Academic Time" to address student needs. In addition, we have staff with dedicated time each day to work with students identified as needing Tier 2 or Tier 3 interventions. We have had embedded practices in the past, but this is the first time we are implementing a data-informed (MAP testing) RTI system as well as a flexible learning time that allows us to address a myriad of student needs, opportunities, remediation, and enrichment.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report - SOMERSET HIGH

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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.

yes

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

05/07/2026

Somerset High School

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 - SOMERSET HIGH

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

State-mandated accountability data is disseminated in a professional development day each year shortly after it is released and no longer embargoed. Staff review the data, answering targeted questions and recognizing areas for improvement. This information becomes part of the informed process of the CSIP. This information is also shared with stakeholders via the School Based Decision-Making Council where they have the opportunity to ask questions and give input on possible areas for growth and solutions. Smaller, anecdotal data is reviewed as available with both the building leadership team (comprised of the principal, assistant principal, counselors, school resource officer, GearUp staff, FRYSC coordinator, RTI teachers, and gifted and talented coordinator) and the teacher leadership team (comprised of

department chairs, principal, and assistant principal). The staff of Somerset High School value all data and let it inform our decisions and processes for improvement.

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?

Previously our goals were written in a fashion that did not accurately describe the goal areas we should focus on. The percentage of students scoring proficient and distinguished is not totally irrelevant but it is too narrow of a view of student performance. Attached is a document outlining Somerset High School's 2023-2024 Kentucky State Assessment Data, our goals based on the accountability system's benchmarks for 2024-2025, and our 2024-2025 accountability data. This document outlines each of the 7 goals required for the CSIP. Our 2024-25 CSIP outlined performance benchmarks for each of the 7 goals on a biennium with stated goals to be achieved by 2027. In many cases these were exceeded already and will need to be adjusted or rephrased.

Regarding our goals, objectives, strategies and activities from 2024-25, we continued to increase the frequency of student engagement in Pear Learning to help better familiarize students with the content and interface of the Kentucky State Assessment. We also utilized practice assessment and individualized study plans via MasteryPrep KSA Study Plan in order to further support student learning of both content standards and assessment interface. We saw benefits to our prior course pathway changes in Science and Social Studies from more closely aligning courses to student assessment needs and natural progression of standards. We believe that these changes made and will make continued gains for student performance, though student learning is not assessed longitudinally. Additionally, we emphasized goal setting and met with each sophomore and junior to review their past state assessment performance, current grades, and helped them set a goal for their performance on the KSA for '24-'25. Another change that we implemented to maximize student effort was to allow students voice in choosing which of their content teachers were allowed to be proctors in the testing rooms and having those content teachers in their testing environment.

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.

Trends

Academics- We are proud to say that all areas of accountability increased in their performance. Possibly most notable were the increases in Gap group performance.

Our efforts to reduce learning gaps began to produce dividends. We have doubled down on those efforts this year by implementing a new MTSS and RTI structure to better address learning needs and hope to continue to work towards closing learning gaps. With a remodel of Science scoring, those scores rose at an accelerated rate, but I suspect that will be the case for the majority of schools.

Social Studies remains our most consistent growth area over the last 3 years. Our "name and claim" tracking of each student for graduation and post-secondary readiness rates yielded great results as we had our highest ever adjusted graduation rate and and post-secondary readiness rate.

Cultural - common experiences across disciplines & classrooms (increased rigor; standards-linked assessments; traditions upheld (Jumper Walk, Homecoming, Senior Step pictures, Senior Sunrise Breakfast, etc.) aligned curriculum; actively (student) engaged learning experiences), Link Crew, and teacher development have all played a role in achieving our highest marks on the Quality of School Climate and Safety Survey.

Behavioral - Thus far in 2025-26, we have seen a reduction (down 75%) of students caught with or under the influence of drugs and alcohol from the prior year. We have also seen an improvement in overall attendance rates to this point in the school year (November, 2025).

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.

Please see the attached link to our past performance, 2025 goals, and current performance measures. In addition to the 2024-25 data, we implemented the MAP assessment for all freshmen and sophomores not in advanced coursework for their cohorts, yielding data that identified students testing at a 5th or 6th grade level in reading or math (Tier II) and at a 4th grade or below level in reading or math (Tier III). These students became the focus of targeted interventions to improve their skill sets. Subsequent testing of these students yielded a great reduction in the number of students in Tier II as well as those that improved from Tier III to Tier II. This Sheet is also attached below.

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.
 - Safety remains a priority and is demonstrated in the Quality of School Climate & Safety Survey result
 - Quality of School Climate & Safety from 2023-24 indicates that stakeholders are well-satisfied with th
 - Per the Fall 2025 Cognia Student Survey, students generally feel safe and cared about. Exemplars inc
 - Per the Fall 2025 Cognia Staff Survey, staff indicated overall positive feelings with an overall score of ,
 - Enrollments remain consistently high in comparison with past years. This is an encouraging sign and

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.
 - Dual Credit. Over 1/3 of our students take Dual Credit coursework with over 90% of them earning As and Bs. Our district support of in-house Dual Credit offerings through district scholarship, alongside state scholarship has opened the doorways to more higher learning opportunities and greater transition to college life beyond SHS.
 - Our students feel safe and cared for. Repeatedly, the Quality of School Safety and Culture survey along with Cognia Student Surveys repeat these sentiments as referenced above and see on the QSSC numbers in the attached "KSA 23-24, 25 goals, 24-25 performance" document.
 - Culture. Again, I believe survey data and qualitative data back up the fact that we have a strong culture working for our individual student needs as our Vision and Mission statements claim.

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.

Intervention - We know that we have students who are still slipping through the cracks and are working diligently to identify them, name them, and claim them through our new MTSS and RTI models implemented this year. Staff responded favorably at about a 70% rate to a recent survey of their perceptions of the program's efficacy.

Partnerships - We will continue to leverage partnerships like our participation in the GearUp grant to utilize their support of our student needs.

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

N/A

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

N/A

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

We implemented MAP testing to identify students of greatest need in the areas of math and reading at the freshman and sophomore levels this year and will continue to utilize the assessment on an interim basis to determine growth.

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

We will utilize KSA data to inform of best practices and areas for growth in the core content areas. We will also utilize MAP data to work towards novice reduction goals.

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

We will utilize our new MTSS program to provide learning opportunities and support that will benefit all classrooms, increase student/teacher learning relationships, offer more opportunities for student engagement in organizations, and provide focused efforts on SAT and KSA preparation. We will utilize our RTI program to identify greatest needs and offer small group or individualized support.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data ScoreBoard SHS 2025-2026		•
 KSA 23-24, 25 goals, 24-25 performance		•
 RTI Data	Demonstrates student development over time as a result of our Math and Reading RTI system.	•



2025-2026 Phase Two: School Assurances - SOMERSET HIGH

2025-2026 Phase Two: School Assurances

Somerset High School
Jeffrey Wesley
301 college Street
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan - SOMERSET HIGH

2025-2026 Phase Three: Comprehensive School Improvement Plan

Somerset High School
Jeffrey Wesley
301 college Street
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name



2025-2026 CSIP SHS



2025-2026 Improvement Plan SHS

Attachment Summary

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

Comprehensive School Improvement Plan (CSIP)



Somerset High School

2025-2026

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 Goal - By 2027, our school will increase the percentage of economically disadvantaged students demonstrating proficient/distinguished scores to 62% in Reading and 58% in Math. Further, we will reduce the percentage of economically disadvantaged students earning a novice score in Reading to 15% and Math to 17%.

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):

1. By 2026, our school will increase the percentage of economically disadvantaged students demonstrating proficient/distinguished scores to 60% in Reading and 56% in Math. Further, we will reduce the percentage of economically disadvantaged students earning a novice score in Reading to 17% and Math to 19%.
2. By 2026, we will annually continue to decrease the % of students scoring novice among the Economically Disadvantaged subgroup,.

Strategy:

Academic Interventions KCWP 5: Design, Align and Deliver Support & Apply Data KCWP 4: Review, Analyze and Apply Data

Activities:

1. Review, update and implement the school intervention plan through a system of RTI via our "Academic Time" schedule.
2. Teachers will use resources to differentiate lessons to address individual student needs.
3. Examine MasteryPrep (9th-11th grades), MAP testing data (9th grade), and student performance levels and use data to make improvement decisions.
4. Train teachers in technology strategies that will aid in their ability to differentiate instruction.
5. Utilize GearUp support to hire one-on-one RTI tutors for Math & ELA
6. Continue to provide professional development in high school best practices including student engagement strategies.
7. Monitor increased differentiation through walkthroughs, peer observation feedback, and evidence on curriculum documents (may include curriculum maps, formative assessments, summative assessments, etc.)

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

PD, Title II

State Assessment Results in Reading and Mathematics

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

Three- to Five-Year Goal:

By 2027, our school will increase the percentage of proficient/distinguished students to 60% in reading and 60% in mathematics.

Objective(s):

By 2026, our reading status score will be 77 (+2.2 change) and our math status will be 77 (+5.3 change) for a status score of 77.

Strategy:

Curriculum KCWP 1: Design and Deploy Standards & KCWP 2: Design and Deliver Instruction; Assessment KCWP 3: Design and Deliver Assessment Literacy & KCWP 4: Review, Analyze and Apply Data; Professional Development KCWP 5: Design, Align and Deliver Support & KCWP 6: Establishing Learning Culture and Environment

Activities:

1. Continue to refine curriculum and update state codes & standards as needed.
2. Implement and monitor a school-wide reading and writing initiative through MAP testing for 9th grade students and use of RTI teachers and resources to address greatest needs.
3. Continue to schedule students with IEPs in collaboration and/or resource classes as appropriate.
4. Purchase firmware, software, and applications to supplement instruction and implement effective engagement and assessment measures.
5. Continue to assess student achievement using Proficiency Measures aligned to state standards and analyze data to make informed instructional changes as needed.
6. Implement Common Assessments through all core courses.
7. Use MasteryPrep data to make instructional decisions based on data.
8. Increase the rigor of taxonomy on summative assessments and frequency of Pear Assessment summative assessments.
9. Continue to provide professional development in high school best practices including student engagement strategies.
10. Implement professional development strategies in all classes as measured by walk-through data, peer observation feedback, & PLC reporting.
11. Provide opportunity for teachers in subjects to align curriculum across grade levels and between middle school and high school.
12. Continue to offer professional development and utilize the Digital Learning Coach for effectively using technology in the classroom.

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

KETS, Gear Up, ESS, SBDM, Title IV, PD, Title II, Title V

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

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

By 2027, our school will increase the percentage of proficient/distinguished students to 40% in Science, 60% in Social Studies, and 55% in Combined Writing.

Objective(s):

By 2026, our science status score will be 50 (+1.4 change), our social studies status score will be 75 (+2.9 change), and our combined writing status score will be 75 (+3.5 change) for a status score of 66.7.

Strategy:

Curriculum KCWP 1: Design and Deploy Standards & KCWP 2: Design and Deliver Instruction; Assessment KCWP 3: Design and Deliver Assessment Literacy & KCWP 4: Review, Analyze and Apply Data; Professional Development KCWP 5: Design, Align and Deliver Support & KCWP 6: Establishing Learning Culture and Environment

Activities:

1. Review, update and implement the school intervention plan through a system of RTI.
2. Teachers will use resources to differentiate lessons to address individual student needs.
3. Examine MasteryPrep (9th-11th grades), MAP testing data (9th grade), and student performance levels and use data to make improvement decisions.
4. Train teachers in technology strategies that will aid in their ability to differentiate instruction.
5. Utilize GearUp support to hire one-on-one RTI tutors for Math & ELA
6. Continue to provide professional development in high school best practices including student engagement strategies.
7. Monitor increased differentiation through walkthroughs, peer observation feedback, and evidence on curriculum documents (may include curriculum maps, formative assessments, summative assessments, etc.)

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

KETS, Gear Up, ESS, SBDM, Title IV, PD, Title II, Title V

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By 2027, SHS will increase the ACCESS scores for all English Learner students.

Objective(s):

By 2026, increase the average score on the ACCESS assessment.

Strategy:

Assessment KCWP 3: Design and Deliver Assessment Literacy & KCWP 4: Review, Analyze and Apply Data

Activities:

1. Continue to place students based on needs & utilize ESL teacher.
2. Implement Common Assessments through all core courses.
3. Use MasteryPrep data to inform instructional decisions based on data.
4. Continue to assess student achievement using Proficiency Measures aligned to state standards and analyze data to make informed instructional changes as needed.

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

SBDM, Gear Up , Link Crew, Title III

Priority Indicator #3: Postsecondary Readiness

Three- to Five-Year Goal:

By 2027, we will achieve the postsecondary readiness status score of 110 (Very High).

Objective(s):

By 2026 we will achieve the postsecondary readiness status score of 105 (+1.1 change).

Strategy:

Academic Readiness [KCWP 1: Design and Deploy Standards](#) & [KCWP 2: Design and Deliver Instruction](#); Career/Military Readiness [KCWP 1: Design and Deploy Standards](#) & [KCWP 2: Design and Deliver Instruction](#) & [KCWP 5: Design, Align and Deliver Support](#)

Activities:

1. Assess 9th, 10th and 11th grade students using the MasteryPrep ACT/SAT & KSA Predictor Assessments and utilize their online resources (MasteryPrep Study Plan) with students.
2. Continue to incorporate the usage of ACT/SAT standards and skills into appropriate content area classes using provided ACT/SAT prep resources.
3. Continue to offer ACT/SAT tutoring sessions outside of school hours as well as after school tutoring in Math, ELA, Science, Social Studies & after- & before-school testing (make-up & re-take) center.
4. Implement targeted interventions for students who do not meet benchmarks in ELA and/or Math during the school day.
5. Continue to offer senior level transition courses for all students who do not meet the ACT CPE benchmarks in English, reading or math.
6. Seek to increase Dual Credit opportunities.
7. Utilize the available slots at the Pulaski County Area Technology Center and seek additional opportunities at Somerset Community College.
8. Increase student CTE opportunities through available CTE courses and certification programs at Somerset Community College.
9. Utilize our College & Career Guide as well as the College & Career Navigator to communicate to all students the career majors and course offerings in CTE that impact career readiness.
10. Utilize our College & Career Guide to host a career fair in order to expose and engage students in CTE Pathways
11. Implement the school Career Technical Education program as submitted to the state as well as increase CTE Dual Credit Opportunities.
12. Fund & support high demand industry certification assessments for applicable students.

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

Title V, Gear Up, ESS, Perkins, JAG

Priority Indicator #4: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2027 SHS will provide a safe and enriching environment for student learning as evidenced by a Quality of School Climate & Safety survey status score of 75 (Very High).

Objective(s):

By 2026, SHS will provide a safe and enriching environment for student learning as evidenced by a Quality of School Climate & Safety survey status score of 74 (Very High).

Strategy:

Safe and Efficient Environment and Communication KCWP 6: Establishing Learning Culture and Environment

Activities:

1. Continue to provide School Resource Officer and School Nurse.
2. Continue updating and implementing school discipline code to meet arising safety needs of the school.
3. Utilize Advisory program to continue with anti-bullying & cyber-bullying educational program (in Digital Literacy courses as well) as well as address social/emotional needs.
4. Continue attendance committee meetings and home visits as needed.
5. Implement the Technology Plan as submitted to KDE and posted on the district website.
6. Offer Parent/Teacher Conferences as interactive learning showcases to increase communication and parental involvement.
7. Continue to use school website, newsletters, appropriate social media and updated scores in Infinite Campus Portal & Google Classroom to communicate events, activities, deadlines and student achievement to students and parents.
8. Develop, implement, and communicate improvement plan to all stakeholders.
9. Relay varied news and stories to the district social media liaison and school public relations staff member to highlight positive activities and news throughout the school.
10. Continue to use Parent Square to inform stakeholders of school news and events.
11. Strengthen ties to trusted adults through weekly advisory meetings.
12. Continue to use the production of the Homespun, Student-Created Announcements, and televisions (in 1st floor hallway and cafeteria) to highlight news and events to students.

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

District, KETS

Priority Indicator #5: Graduation Rate

Three- to Five-Year Goal:

By 2027, we will maintain the average (4 yr. & 5 yr. cohort avg) graduation rate of 99% (Very High).

Objective(s):

By 2026, we will accomplish the average (4 yr. & 5 yr. cohort avg) graduation rate of 99% (Very High).

Strategy:

Student Support [KCWP 5: Design, Align and Deliver Support](#) & [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

1. Continue offering various remediation opportunities for students who fail required courses. This includes adding additional Apex Learning spaces in credit recovery for underclassmen who have fallen behind their grade level credit requirements and stay on track prior to their senior year.
2. Continue to implement the alternative graduation program.
3. Develop, implement and monitor a mentoring program that identifies at-risk students, following them until graduation.
4. Use Academic Interventionist via GearUp Grant to help At-Risk students and their families engage in the learning process and work towards filling their needs for graduation.

Progress Monitoring:

Implementation checks will be completed in the summer and fall and notes will be recorded here.

Funding:

SBDM. Gear Up, Link Crew



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year) SOMERSET HIGH

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented
2026-27 School Year)

Somerset High School
Jeffrey Wesley
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Somerset, Kentucky, 42501
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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. [704 KAR 3:035](#) establishes the annual professional development plan.

Per Section 2, "Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan."

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

- (1) A clear statement of the school or district mission;
- (2) Evidence of representation of all persons affected by the professional development plan;
- (3) A needs assessment analysis;
- (4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- (5) A process for evaluating impact on student learning and improving professional learning, using evaluation results."

1. Professional Development Plan

What is the school's mission?

The mission of Somerset High School is to be intentional in all decisions, prioritizing the needs of students at the individual level to ensure equal educational opportunities in order to equip students to pursue their post-secondary goals and develop their abilities as leaders wherever their pursuits may take them.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

Teachers completed a questionnaire about professional development needs and the following data shows the greatest needs of our teachers. The most requested PD district wide were Vibrant Learning and Research Based Instructional Strategies followed closely by Classroom Management and High Quality Instructional Resources training.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

By 2027, our school will increase the percentage of proficient/distinguished students to 40% in Science, 60% in Social Studies, and 55% in Combined Writing.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The first area is Vibrant Learning. This has been a state initiative, and teachers feel they need more training to be able to implement more vibrant learning experiences into their classrooms. The goal of professional development about vibrant learning is for teachers to understand what vibrant learning is and is not, create vibrant learning experiences from the lessons and curriculum they already use, and implement those lessons into their classroom.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The outcome of the professional development is for students to participate in and experience vibrant learning.

c. How will this professional development be monitored for **evidence of implementation?**

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

i. Principals and other administrators will conduct walk-thru to document implementation of vibrant learning in classrooms throughout the year. During PLC meetings, teachers will discuss examples of vibrant learning experiences used in their classrooms.

ii. Teachers & Administrators

iii. PLC meetings occur monthly and walk-thru data is reviewed quarterly.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**. Teachers will include more vibrant learning experiences for students into classroom lessons as measured by walk-thru data and PLC protocols.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? All classroom teachers.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

i. Title II funds will be used to support some of the professional development work. We will be using ElevatEd staff to complete the initial training for Vibrant Learning.

ii. The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.

iii. Materials for the training will include items provided from the ElevatEd workshop facilitators as well as information from KDE. Teachers will also use their High Quality Instructional Resources to find lessons that can be made more vibrant.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional

resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal: By 2027, SHS will increase the ACCESS scores for all English Learner students.

Objective(s): By 2026, increase the average score on the ACCESS assessment.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The first area is Research Based Instructional Strategies. This is a continuing district initiative. The goal of professional development on Research Based Instructional Strategies is for teachers to understand how Visible Learning Research can show us best and worst instructional practices for the classroom. Teachers can increase the implementation of strategies that have a higher impact, or effect size, while reducing the use of strategies that do not show positive impact on student learning and acceleration.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The outcome of the professional development is for students to participate in and experience research based instructional strategies that lead to accelerated student learning.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

- ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)
 - i. Principals and other administrators will conduct walk-thru to document implementation of Visible Learning strategies in classrooms throughout the year. During PLC meetings, teachers will discuss examples of research based instructional strategies used in their classrooms.
 - ii. Teachers and Administrators
 - iii. PLC meetings occur monthly and walk-thru data is reviewed quarterly.
- d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.
Teachers will include more research-based strategies for students learning into classroom lessons as measured by walk-thru data and PLC protocols.
- e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All classroom teachers.
- f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
 - i. What funding source(s) will be utilized to support this professional development?
 - ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
 - iii. What supplies and resources will be needed to implement this professional development?
 - i. Title II funds will be used to support some of the professional development work. We will be using books and materials from Visible Learning research by John Hattie.
 - ii. The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.
 - iii. Materials for the training will include items provided from the Visible Learning texts including The Illustrated Guide to Visible Learning and 10 Mindframes for Visible Learning.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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