2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09282022_09:27

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Scott High School
Alan Yanke
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Scott High School

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 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.

Please enter your name and date below to certify.
Alan Yanke 9/28/2022
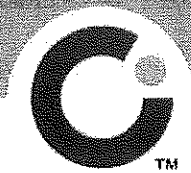
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2022-23 Phase One: Executive Summary for Schools

Scott High School
Alan Yanke
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2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Scott High School is located in the Kenton County School District and is comprised of 1046 students. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of just under 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. Over the last few years, we have had a migration of inner city families move into our area, which has altered the overall demographic of our school and region.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission at Scott High School is to inspire students to achieve at their highest potential. Our vision at Scott High School is to culture an environment in which educators, staff, and community nurture students' feelings of self-worth through offering opportunity for accomplishments to all. We work to provide a means for all students to develop a pride in self and a strong affiliation to the various social and academic groups within the school and an environment in which students are encouraged to pursue courses of study which appeal to their specific needs and abilities. Scott High School will provide such courses and opportunities in a manner which are challenging, informative, interesting, and relative to life's demands. Staff will provide a support structure to the educators and students which will ensure each has the right tools, motivation, and skills to effectively achieve success through becoming either college or career ready by the time they graduate.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Scott High School is a school with great students who do amazing things with the help and support of our teachers, parents, and the community. The following are examples of some of the recent Notable Achievements of which we are most proud. Faculty and staff utilize CERT scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. We utilize those scores to identify areas for improvement in order to increase ACT scores. Scott currently

boasts one of the highest percentages of students enrolled in dual credit classes in the Northern Kentucky area. We have a counselor who works to facilitate students reaching college readiness and to support students as they take their dual credit classes. In 2020-2021, Scott High School Students successfully completed over 840 dual credit courses. We have several Scott Teachers who are currently teaching dual credit classes to our students on our campus as adjunct professors. Scott High School is also home to the Kenton County School District's JROTC program which draws students from throughout the county and even neighboring districts this year. We are in our fourth year of implementation of a Homeland Security pathway which is expected to certify more than 100 students in Homeland Security through FEMA each school year. Scott High School has also expanded our Career Ready initiatives to include Pharmacy Technician, Veterinary Technician, Plant and Crop Production, Pre-Law, and Law Enforcement programs. We have over 120 Scott students enrolled at the IGNITE Institute, our local Career Tech Center, pursing career certifications. We also work in conjunction with Gateway Community and Technical College and Cincinnati State to provide opportunities for students in various vocational trades including, but not limited to, Welding, Building Maintenance, Automotive Technicians, Logisitics and Aviation Mechanics. Two main areas for future improvement are special education and graduation rate. Although, we are having many successes in the areas mentioned above, our students with special needs are not improving at the same rate as our general population and our graduation rate has declined.

Additional Information
CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Scott High School is working to improve the attendance rate through RBTL work with communication starting with those student that have three or more absences. Through phone calls, parent meetings, and rewarding those who regularly show to school it is hoped to improve the overall attendance rate. This in turn will help with graduation rates as the more student are in school, the more successful they will become. Those off track seniors are being monitored and met with weekly. They are given strategies to help them make up credits through Edgenuity, work based learning and other educational make up opportunities.

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

Scott High School is very proud of our Academic and Athletic achievements. Our girl's cross country team have been state champs or runners up for the last four years. Many of our teams have won repeated district championships, and even placed in regional competitions. Due to the focus on providing additional social emotional supports to students, Scott SBDM have allocated funding for the addition

of a third counselor to our administrative team for the 2020-2021, 2021- 2022 and 2022 - 2023 school years. Our school staff also includes two National Board-Certified teachers and one National Board-Certified school psychologist.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09282022_09:23

2022-23 Phase One: School Safety Report

Scott High School
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5400 Old Taylor Mill Rd
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Scott High School

2022-23 Phase One: School Safety Report
School Safety Report

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

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

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

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 with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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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

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Scott High School

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 <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes

9. During the first 30 instructional days of the <u>current</u> 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

10. During the month of January during the <u>prior</u> 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 a copy maintained on file in the school office?

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

11. 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)?
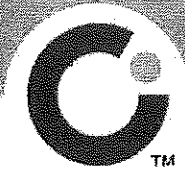
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If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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Scott High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10272022_16:49

2022-23 Phase Two: The Needs Assessment for Schools

Scott High School
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2022-23 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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Scott High School utilizes multiple groups to review, analyze and apply data results. The administrative team, made up of the Principal, two Assistant Principals and three Counselors assemble the majority of the data in an organized fashion in order to facilitate data review. This data and accompanying information is shared and analyzed further with: administrative staff in regular leadership meetings, teachers in faculty meetings, cross curricular PLCs, department and content specific PLCs, SBDM meetings, lead teacher meetings, RBTL committee meetings, PBIS committee meetings, MTSS committee meetings and curriculum committee meetings. The majority of these groups meet monthly. Administrative staff meet twice weekly and departments meet twice monthly. Each of these are documented in meeting Google doc agendas and minutes.The data is reviewed by the SBDM monthly, the admin team weekly, shared with lead teachers monthly, who then share with the ILT's and they can look over the data weekly. Core MTSS team meetings and RBTL meetings

to access student academic, social emotional, and attendance data are documented in our MTSS data dashboard.

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 does it inform this year's plan?

Many of the the goals, objectives, and strategies from the previous Comprehensive School Improvement Plan focused on improving graduation rates and proficiency of Students with Disabilities through improving PLC's and MTSS implementation. Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020, to 84.3% in 2021. In 2022 it wast 87.3% Math students with Disabilities were improved with more proficient students, but the number remained the same in reading.

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Attendance dropped last in 2021-2022 to 87%. Attendance in 2020-2021 was 94% at Scott High School. The largest concern is graduation rates. Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020, to 84.3% in 2021. In 2021-2022 it was 87.4%.

Current State
4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

ACT composite scores in 2021 were 18.1, in 2022 it was 18.2.

Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020, to 84.3% in 2021. In 2021-2022 it was 87.4%.

Attendance dropped last in 2021-2022 to 87%. Attendance in 2020-2021 was 94% at Scott High School.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Attendance

Graduation Rate - Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020, to 84.3% in 2021. Students with Disabilities - Graduation rate for students with disabilities only 72% in 2020.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The two areas of significant growth were in Math achievement and improvements in reading in the KSA scores. Math was 1st In the district in Proficiency Rate with approximately 13 point growth in the Proficiency Rate from the previous year. Reading 1st In the district in Proficiency Rate with approximately 17 point growth in the Proficiency Rate from the previous year.

Evaluate the Teaching and Learning Environment

7. 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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

> KCWP 2: Weekly ILT meetings to look at formative assessments, monthly PLC's to go over the formative and summative results Using schoology to assess and using the state standards to help create common formative assessments. Using PPR walks and monthly admin drop ins to see teachers working with their students and make sure they are following the KY State Standards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Scott HS CSIP School Key Elements Template	Scott HS CSIP School Key Elements Template	•

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Weekly ILT meetings to look at formative assessments, monthly PLC's to go over the formative and summative results, monthly Lead teacher meetings to discuss findings, using PPR walks and monthly admin drop ins to see teachers working with their students.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	We are using KY State standards to help drive our educational curriculum. KSA test scored are used to help determine in instruction is highly effective.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Using schoology to assess and using the state standards to help create the formative assessments.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Weekly ILT meetings to look at formative assessments, monthly PLC's to go over the formative and summative results, monthly Lead teacher meetings to discuss findings and sharing with the SBDM.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Weekly ILT meetings to look at formative assessments, monthly PLC's to go over the formative and summative results so that adjustments can be made to classroom instruction.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	We offer many opportunities through student voice, surveys, leadership meetings and working with our special education department to assure all SPED student have the opportunities to meet their IEP goals.
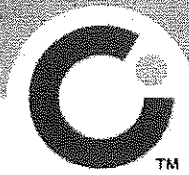
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2022-23 Phase Two: School Assurances

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2022-23 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 (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.

o Yes

o 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 200.403 and 200.405.

o Yes

o No

● **N/A**

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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.

o Yes

o No

● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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).

o Yes

o 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).

o Yes

o 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, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that 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)).

o Yes

o No

● **N/A**

COMMENTS

7. The school provides parents of participating children, 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).

o Yes

o No

● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and 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).

o Yes

o 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)).

o Yes

o 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).

o Yes

o 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)).

o Yes

o No

● **N/A**

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing 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).

o Yes

o No

● **N/A**

COMMENTS

16. If the school is implementing 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.

o Yes

o No

● **N/A**

COMMENTS

17. If the school is implementing 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.

o Yes

o No

● N/A
COMMENTS

18. If the school is implementing 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.

o Yes

o No

● N/A

COMMENTS

19. If the school is implementing 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.

o Yes

o No

● N/A

COMMENTS

20. If the school is implementing 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).

o Yes

o No

● N/A

COMMENTS

21. If the school is implementing 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.

 o Yes

 o 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.

 o Yes

 o No

 ● **N/A**

 COMMENTS

Title I Targeted Assistance School Programs

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

 o Yes

 o No

 ● **N/A**

 COMMENTS

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

    o Yes

    o No

    ● N/A

COMMENTS

25. If the school is implementing 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.

    o Yes

    o No

    ● N/A

COMMENTS

26. If the school is implementing 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.

    o Yes

    o No

    ● N/A

COMMENTS

27. If the school is implementing 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.

    o Yes

    o No

    ● N/A

COMMENTS

28. If the school is implementing 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.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing 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.

o Yes

o No

● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement
31. If identified for targeted support and improvement, 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).

o Yes

o No

● **N/A**

COMMENTS

32. If identified 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.
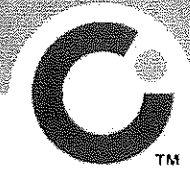
o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan_11162022_08:14

2022-23 Phase Three: Comprehensive School Improvement Plan

Scott High School
Alan Yanke
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. 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 Comprehensive School Improvement Plan (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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached CSIP KDE Comprehensive Improvement Plan for Scott High School 2022

ATTACHMENTS

Attachment Name

📄 CSIP KDE Comprehensive Improvement Plan for Scott High School 2022

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-

term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan
The required goals 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 required goals 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP KDE Comprehensive Improvement Plan for Scott High School 2022	CSIP KDE Comprehensive Improvement Plan for Scott High School 2022	•
📄 TSI - Co-Teaching Strategies	Scott High School has been designated a TSI school. This is the required narrative.	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for high schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

| Goal 1 (State your reading and math goal.): Goal 1: Scott High School will increase overall proficiency for all students in reading from 50.0% in 2022 to 75% in 2027 as measured by the school report card proficiency data. By 2027, Scott High School will increase overall proficiency for all students in mathematics from 46.0% in 2022 to 75% as measured by the school report card proficiency data. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase overall proficiency for all students in reading from 50.0% in 2022 to 55% in 2023 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards. learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed. and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings • Monitor Tier 1 instructional goals connected to the state standards through observations from PPR walks.	Teachers & Administrators will analyze data on district and school-based common assessments during ILT's. This will be reflected on the meeting agenda. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	None
Objective 2 By 2023, Scott High School will increase overall	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards. learning targets, and assessment measures.	• Mastery of content displayed on	• Teachers & Administrators will analyze data on district and school-based common	None

Goal 1 (State your reading and math goal.): Goal 1: Scott High School will increase overall proficiency for all students in reading from 50.0% in 2022 to 75% in 2027 as measured by the school report card proficiency data. By 2027, Scott High School will increase overall proficiency for all students in mathematics from 46.0% in 2022 to 75% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficiency for all students in mathematics from 46.0% in 2022 to 51% in 2023 as measured by the school report card proficiency data.		• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings • Monitor Tier 1 instructional goals connected to the state standards through observations from PPR walks.	assessments during ILT's. This will be reflected on the meeting agenda. • Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data. Scott High School will increase the proficient and distinguished score for all students in writing from 70.8% in 2022 to 90% in 2027 as measured by the school report card proficient and distinguished data., Scott High School will increase the separate proficient and distinguished for all students in social studies from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 55% in 2023 as measured by the school report card separate academic indicator data.	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will analyze data on district and school-based common assessments as reflected on meeting agendas. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	None
Objective 2 Scott High School will increase the proficient and distinguished score for all students in writing from 70.8% in 2022 to 74.8% in	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment	Teachers & Administrators will analyze data on district and school-based common assessments as reflected on meeting agendas.	None

Goal 2 (State your science, social studies, and writing goal.): Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data. Scott High School will increase the proficient and distinguished score for all students in writing from 70.8% in 2022 to 90% in 2027 as measured by the school report card proficient and distinguished data., Scott High School will increase the separate proficient and distinguished for all students in social studies from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
2023 as measured by the school report card proficient and distinguished data		determine if instructional adjustments are needed. and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	
Scott High School will increase the separate proficient and distinguished for all students in social studies from 33.1% in 2022 to 55% in 2023 as measured by the school report card separate academic indicator data.	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and	Teachers & Administrators will analyze data on district and school-based common assessments as reflected on meeting agendas. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	None

Goal 2 (State your science, social studies, and writing goal.): Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data. Scott High School will increase the proficient and distinguished score for all students in writing from 70.8% in 2022 to 90% in 2027 as measured by the school report card proficient and distinguished data., Scott High School will increase the separate proficient and distinguished for all students in social studies from 33.1% in 2022 to 75% in 2027 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Ensure that all users of assessment data use information to benefit student learning.	observations from PPR walks.		

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 (objectives).

Goal 3: By 2027, Scott High School will increase overall proficiency for students with disabilities in reading from 0.0% in 2022 to 50% in 2027 as measured by the school report card proficiency data. By 2027, Scott High School will increase overall proficiency for students with disabilities in mathematics from 3.0% in 2022 to 50% in 2027 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase overall proficiency for students with disabilities in reading from 0.0% in 2022 to 20% in 2023 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	• Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning. • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Caseload managers will update and monitor progress monitoring data at each midterm and end of term. Administrators, teachers, and special education department leads will analyze this data	None
	KCWP 4: Review, analyze, and apply data through the use of a data tracking process for monitoring progress on special education students' goals and benchmarks	Update and Incorporate Special Ed Tracking Document in special education	% of students making progress on their IEP goals	Weekly Special Education Teachers, Administration	
		Utilize data to make student specific plans and adjustments for support	% of students making progress on their IEP goals	Monthly	

Goal 3: By 2027, Scott High School will increase overall proficiency for students with disabilities in reading from 0.0% in 2022 to 50% in 2027 as measured by the school report card proficiency data. By 2027, Scott High School will increase overall proficiency for students with disabilities in mathematics from 3.0% in 2022 to 50% in 2027 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and assistance when not making adequate progress		Special Education Teachers, Administration	
Objective 2 Scott High School will increase overall proficiency for students with disabilities in mathematics from 3.0% in 2022 to 20% in 2023 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	• Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning. • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Caseload managers will update and monitor progress monitoring data at each midterm and end of term. Administrators, teachers, and special education department leads will analyze this data	None
	KCWP 4: Review, analyze, and apply data through the use of a data tracking process for monitoring progress on special education students' goals and benchmarks	Update and Incorporate Special Ed Tracking Document in special education	% of students making progress on their IEP goals	Weekly Special Education Teachers, Administration	
		Utilize data to make student specific plans and adjustments for support and assistance when not making adequate progress	% of students making progress on their IEP goals	Monthly Special Education Teachers, Administration	
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the number of EL students who score proficient or above from <1% in 2022 to 25% in 2027 measured by ACCESS for ELLs English Language Proficiency Test

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of EL students who score proficient or above from <1% in 2022 to 5% in 2023 as measured by the *ACCESS for ELLs English Language Proficiency Test.*		Ensure all teachers can identify their EL students and know their English proficiency levels.	PD with EL coordinator	Reviewing EL students progress during ILT meetings.	
	KCWP 2: Design and Deliver Instruction	EL teachers will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers.	EL teachers will meet with ILTs to guide them in how to best modify assignments that are standards-based and at the appropriate English proficiency level of the students.	Master schedule, ILT meetings	
Objective 2					

3: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Scott High School will decrease from 37.9% of students that bullying is a problem in 2021 to 0% of students that say bullying is a problem by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase from 83.3% of students agreed with there is at least one adult who will listen to them if they have something to say in 2022, to 88% of students agreed with there is at least one adult who will listen to them if they have something to say by 2023.	KCWP 6: Establishing Learning Culture and Environment	Each student is assigned an adult advocate to build a relationship with him or her	Each student can identify their adult advocate	Decrease in bullying	None
		Tier One SEL lessons around bullying and harassment and what to do if you are being harassed for all students.	Student reports		
		Development and implementation of a QR code with a link to a google form for students to report incidents of bullying and harassment.	Monitoring the data to see that it decreases from year to year.	Administrators will monitor the data provided by the students through the reporting document	
		Communication to parents/guardians/students to educate them on bullying/harassment and when and how to report to school administration	Reduction in bullying and harassment.	Parent communication	
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 State your postsecondary goal. Scott High School will increase from 83.3% based on the state transition ready rate model in 2022, to 100.0% based on the state transition ready rate model in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase from 83.3% based on the state transition ready rate model in 2022, to 86.7% in 2023 based on the state transition ready rate.	KCWP 5: Design, Align, and Delivery Systems	Use MTSS to provide students individualized support in the areas of on-track to graduate, career, or college ready	Tracking college ready, career ready, and graduation rates	Teachers & Administrators will examine student grades at midterms and end of grading periods to measure progress. Teachers will consistently monitor data tracking sheets of formative assessments for mastery of content through their ILT work. Counselors and administrators will monitor students' college and career readiness data each administration meeting along with student on track and off track to graduate.	None
		Continuing to build teacher understanding of transition readiness and their role in supporting students as adult advocates	Tracking students that are transition ready in the 9th, 10th, 11th and 12 grades	Increased teacher understanding of transition readiness.	
		Continuing to communicate to parents through the parent newsletter about transition readiness and opportunities available for students in college and career	Increase in the number of students' college and or career ready.	Parent communication of results.	

Goal 6 State your postsecondary goal. Scott High School will increase from 83.3% based on the state transition ready rate model in 2022, to 100.0% based on the state transition ready rate model in 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Increasing Dual Enrollment classes	Dual Credit sessions with students and parents by counselors	Increased numbers of Dual Credit students.	None
		CCR classes to support college readiness	Increase students' that are college ready.	Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress.	
Objective 2					

7: Graduation Rate (high school only)

Goal 6: By 2027, Scott High School will increase the graduation rate from 87.2 % in 2022 to 97% in 2027 as measured by the school report card graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase the overall graduation rate of 87.2% in 2022 to 90.2% by 2023.	KCWP 5: Design, Align and Deliver Support in Alternative Placement Programs – Students will be provided the option of attending innovative school programs on and off campus.	Weekly FLY checks with 2023 cohort students and counselors/admins off track with planning strategies and implementation of ways to get credits caught up.	Weekly checks where students are making progress in their classes or closer to completion of Edgenuity classes.	Teachers & Administrators will examine data at midterms and end of trimester grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Caseload managers will update and monitor progress monitoring data at each midterm and end of term. Administrators, teachers, and special education department leads will analyze this data	None
		Immediate credit recovery plan, beginning in 9th grade, to get to the students immediately after they have failed a class after the trimester rather than wait until summer school.	Students recover credits to stay on track with their cohort.	Final grades of the students taking the immediate recovery classes.	$1000.00 SBDM funding for teachers working to recover credits.
		Providing more support Freshmen year including an extended Freshmen Orientation.	More freshmen finish the year on track credit wise.	Final grades/credit check at the end of the freshman school year.	
		Assigning off track students mentors through MTSS to provide additional support during FLY	Monitor student data/grades provided by mentors/Advocates	Adult Advocates will constantly monitor progress in FLY.	

Goal 6: By 2027, Scott High School will increase the graduation rate from 87.2 % in 2022 to 97% in 2027 as measured by the school report card graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Naming and claiming every off track student and having a personalized plan in place to get them to graduation	Monitor data/grades provided by mentors/Advocates	Adult Advocates will constantly monitor progress in FLY.	
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: *School leadership has put an emphasis on special education structures to address the needs of our special education students and their math and reading scores. This subgroup of our population scored substantially lower than the school as a whole. IEP's and schedules have been aligned. Daily progress monitoring checks take place and are recorded weekly. A member of our administration team, with a special education background, has been assigned the primary responsibility of monitoring, checking progress, and facilitating the work between our content and special education teachers. When IEPs need be adjusted, based on the weekly data, ARC's are called and then adjustments are made and shared with all teachers of those students. Our core content teachers will collaborate directly with our special education teachers to provide rigorous instruction that meets the needs of the student while moving them towards mastery of the standards. Scott High school has also adjusted our schedule to include daily resource classroom time. In addition, this administrator will act as a liaison to the Special Coordinator at the Kenton County School District.*

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The Kenton County School District has created a systematic approach to reviewing all instructional materials to ensure they meet the requirements set by the Kentucky Department of Education to be considered "high quality instructional resources". Scott High school will send a special teacher and collaborator as representatives on the district wide curriculum committee. This will be a collaboration of all three high schools and district level consultants to identify high quality resources that provide equity in education to all of our students. Scott special education teachers have collaborated with content teachers to identify instructional resource gaps that create an obstacle for our special education students. The SBDM has committed to working with each department to provide necessary support for the purchasing of high-quality resources.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: A new process to help look at students schedules to math the IEP's has been developed. The case manager will collaborate with one specific counselor designated for the special education scheduling. This will streamline the process and allow them to look at all factors that are best for the student when creating the students schedule. If through gathering weekly data adjustments can be made after the ARC, these two will be able to make the changes more quickly.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Alignment of classes with the IEP goals of each student. Through weekly data checks done by administrators of special education probes. Targeted resource classes for struggling special education students. Reviewing the Guidance Document for Individual Education Program Development.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Aligning IEPs to State Standards A guide for writing meaningful IEP goals aligned with core content areas	https://www.attainmentcompany.com/mwdownloads/download/link/id/896	☐
		☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process Response: Alan Yanke – Principal Josh Couch – Assistant Principal / SPED Oversight Jennifer Compton – SPED Lead teacher Allison Fangman – District SPED consultant All Scott HS teachers: Special Ed + Regular Education teachers
Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The process used to review the allocation and use of resources has been a collaboration of district personnel, high school administration, and all members of the special education department.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve

Colson, T., Xiang, Y., & Smothers, M. (2021). How professional development in co-teaching impacts self-efficacy among rural high school teachers. *The Rural Educator, 41*(1), 20-31. https://doi.org/10.35608/ruraled.v42i1.897

Scott High School will be using school improvement funds to pay for substitute teachers, giving time to our teaching teams to attend professional development, and observe other teachers helping to implement these co-teaching strategies.

The study cited above was reviewed by our advisory leadership team who made the recommendation to select this intervention.

A causal-comparative research design was used to survey 256 rural high school teachers from the South and Midwest regions of the U.S. to measure their self-efficacy in student engagement, instructional practices, and classroom management. The results indicated a significant difference between teachers with and without experience in a co-taught classroom regarding their efficacy in using instructional practices (Colson, T., Xiang, Y., & Smothers, M. 2021.) The study cited above was reviewed by the Kenton County School District special education consultants, the Scott High School curriculum committee, and our co-teaching teams. After this consultation, the stakeholders felt this was an area of growth needed based on the KSA scores and TSI status. Using the feedback from these sources, our administration made the recommendation to select this intervention.

This intervention will be implemented as an intensive strategy designed to help our teachers work with more effectively with our special education students and help these students catch-up to their peers.

Scott High School will be implementing this intervention through specific professional development, developing meaningful and relevant training, to implement varied instructional strategies.

- Administrators will be trained in two December 2022 sessions by district special education consultants. They will be taking teacher classroom walks and looking for specific co-teaching strategies, to note what is already in used by our co-teachers.

- Special education collaborative teachers and their subject regular education teacher partner section teams) will participate in a specific co-teaching strategies professional development January 27th, 2023.

- Substitute teachers will be brought in February & March 2023 for partner teams to go and watch specific neighboring high schools co-teaching teachers. They will reflect, plan together, and apply what they have learned.

- This co-teaching model will then be implemented in our Scott High School student classrooms.

- Administrators will conduct teaching walks in March and April 2023 to assess the learning, and implementation of these co-teaching classrooms giving feedback and ways to continue improving.

- Goal: By helping the co-teaching teams implement varied instructional strategies our teachers will be more confident co-teaching specially designed instruction and will feel more self-efficacy to move our special education students to proficient and distinguished.

This intervention and strategies will be implemented as a way for teachers to adequately present specially designed instruction to allow our special education students to be successful while immersed in the general content classes. These strategies will be implemented into the lesson design conducted by our Individual Learning Teams (ILT). Student progress will be monitored through our recursive data process involving analysis of achievement by student, by teacher, and by standard. Based on our review of the evidence and the data for our school, we believe that this is Level I evidence. It is used as a study design that collects evidence-based strategies and the population studied overlapped both the setting and population of our school.