



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09062023_08:33

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Scott High School
David Rust
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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2023-2024 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 2023-24 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.
Dr. David A. Rust, September 13, 2023



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2023-2024 Phase One: Executive Summary for Schools

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Scott High School

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2023-2024 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 a school of 1042 students, located in the Kenton County School District. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of 7000 residents. A full remodel of Scott High School, which began in 2011 is nearly complete. With completion expected the spring of 2024, Scott will be one of the most modern in the state, providing students and teachers with access to 21st century technology and instructional platforms to support a full comprehensive high school academic program.

School Stakeholders

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

Scott's stakeholders include parents, community members and student. The Eagle Club, Scott's parent booster organization is a thriving organization which support academics and athletics. The club assists with identifying parent members to serve on the school's site-based, decision making council (SBDM).

The SBDM council convenes three parents and four teachers, one of each representing the school's minority populations. The council works to seek solutions and plan school improvement strategies.

Students also participate in the improvement process. A student leadership group, in addition to student council, meet regularly to provide input and to share concerns.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of 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. 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 fifth 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 100 Scott students enrolled at the IGNITE Institute, our local Career Tech Center, pursuing 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, Logistics 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.

For improvement, there is a significant need for an expansion of intervention and credit recovery programming. The leadership team is working to modify the current master schedule to incorporate reading and math remediation for students performing below the 25th percentile. The schedule will also be modified to create more opportunities for credit recovery. Our FLY time includes 30 minutes each day,

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Scott High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09272023_09:19

2023-2024 Phase One: School Safety Report

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2023-2024 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)?

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 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 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

10. 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 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)?

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools_10102023_15:43

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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.

2023 – The administrative team, comprised of the Principal, three assistant principals and three counselors meet weekly to review academic, attendance, behavior and culture data, and collaborate on actions needed to improve outcomes for students. Information is shared and solicited from the SBDM Council, Department heads and teachers. These groups all meet monthly. School improvement priorities and actions are perpetual agenda items. Data is provided and discussed as it is updated and available.

The Reducing Barriers to Learning Team is newly formed and reviews attendance data twice a month, discussing individual students, family situations and actions to improve their access to learning.

The Multi-tiered Systems of Supports (MTSS) Team is being formed and will meet once a month to discuss and assign students to intervention tiers to improve academic and behavioral outcomes. This team will also monitor progress. This

team meets with a district team quarterly to discuss and make decisions relative to student progress.

The Positive Behavior, Interventions and Supports (PBIS) Team meets monthly and reviews behavior and discipline data to determine next steps and priorities with student behavior within the building.

Content level/department PLCs meet monthly to review common assessment and unit summative assessment data, scope and sequence for units and compare lesson implementation success as determined by student performance data.

All of these teams use timely data, keep records of decisions, and monitor progress.

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?

In terms of academic achievement as measured on KSA, Scott struggled to meet the achievement goals and objectives set in last year's School Improvement Plan.

Overall proficiency, as measured by percent P/D, only increased in writing and social studies from the previous year. However, novice performances were decreased in reading, writing and social studies.

The special education department, in coordination with core teachers, made strides to reduce achievement gaps, specifically novice performances by students with disabilities, in reading and math, from 2022 to 2023. Although not meeting the 2022 CSIP objective of a increasing %P/D in reading for students with disabilities from 0% to 20%, they did achieve 9% P/D in reading in 2023. This is a small win. Math P/D also increased for students with disabilities from 3% in 2022 to 9% in 2023. The objective was 20% so that growth was not achieved.

Transition readiness has increased from 56.3 in 2020-21, to 83.3 in 2021-22, to 91.07 in 2022-23.

Graduation rate has increased from 87.2% in 2022 to 92% in 2023, which met the one-year improvement goal.

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 2021-22 to 288 in 2022-23.

- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Scale score and composite score increases have been recognized, across the board, on the ACT. ELA moved from 17.3 in 2021 to 17 in 2022, to 17.9 in 2023. Math increased from 17.9 in 2021 to 17.7 to 18.3 in 2023. Reading, at 18.6 in 2021 increased to 18.7 in 2022 to 19 in 2023. Science increased from 18 in both 2021 and 2022 to 18.8 in 2023. The composite core increased from 18.2 in 2021 to 18.1 in 2022 to 18.6 in 2023.

The percent reaching benchmark has also increased in ELA, Math and Reading through the most recent year of assessment, but the percent reaching benchmark are still not high enough, with 50% (ELA), 37% (Math) and 48% (Reading) respectively. The low math percentile is particularly troubling.

Currently, there are 123 students off track to graduate. There are 46 from the 2024, 34 from the 2025, and 43 from the 2026 cohorts, respectively. This coincides with dropout rate which has increased from 1.31% in 2021 to 0.9% in 2022 to 1.51% in 2023.

Of the incoming freshman class (2027), 132 of the 298 students are performing at or below the 40th percentile in math and/or reading, as measured by their spring NWEA map assessment or KSA spring 2023 assessment.

The school's attendance rate has decreased from 94.21% in 2022 to 92.84 in 2023. The trails the district 2023 attendance rate of 94.46%.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In Math, performance is relatively stagnant. Although increasing from 33.1% P/D in 2021 to 46% P/D in 2022, only 35% of students were P/D in 2023. The overall percent novice continues to hover between 29% and 32% across all three years of comparison. There has been a modest decrease in the percentage of students with disabilities performing novice, falling from 69.4% in 2021, to 59% in 2023. This percentage of novice is still too high.

In reading, the percent P/D has fluctuated the past three years, from 33.1% in 2021, to 50% in 2022, but falling to 41% this past year. The percent novice overall, has fallen from 35.3% to 26%, which is good. The percent novice of students with disabilities in reading has fallen as well, from 66.7% in 2021, to 78% in 2022 to to 61% in 2023, which is a move in the right direction, but is still far too high.

Science trends must improve. The percent P/D has decreased to single digits from 27.3% in 2021 to 8% in 2023. The number of novice has ballooned from 28.6% in 2021 to 48% in 2023. Even worse is the percent of students with disabilities scoring novice, which has increased from 59.4% in 2021 to 84% in 2022, to 100% in 2023. This is of urgent concern.

Overall writing percent P/D and novice have been pretty stagnant at 51% and 16%, respectively. The percentage of students with disabilities performing novice has risen starkly from 40.6% in 2021 to 52% in 2022, to 65% in 2023!

Social Studies had modest increases in % P/D from 34% in 2022 to 40% in 2023, while the the novice percentage decreased from 36% to 33% over the same time frame. The percent of students with disabilities performing novice increased slightly from 80% in 2022 to 85% in 2023. These numbers are too high and must be addressed as well.

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.

The most significant priorities are the percentages of students with disabilities performing novice, across the board, in math (59%), reading (61%), writing (65%), social studies (85%), and science (100%), as measured by the KSA. 100% of students with disabilities scoring novice in science, and only 8% of non-identified science students scoring P/D are measures that must be improved upon.

Proficiency in Math, Reading and Science for all students, as measured by KSA % P/D, lags behind the district averages. Writing and Social studies proficiency is the same or higher, but still too low and in need of improvement.

Math: Scott - 35% P/D, District - 38% P/D

Reading: Scott - 41%, District - 44%

Science: Scott - 8%, District - 9%

Social Studies: Scott - 40%, District - 40%

Writing: Scott - 51%, District - 49%

ACT benchmark performance and composite index must be continually grown. An increase has occurred the past two years but the percent meeting benchmark must increase. ACT data has been mentioned previously.

At 92%, the graduation rate still lags behind the district median score of 96%

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 special education department in coordination with core teachers, made strides to reduce novice performance by students with disabilities, in reading and math, from 2022 to 2023. Although not meeting the 2022 CSIP objective of a increasing %P/D in reading for students with disabilities from 0% to 20%, they did achieve 9% P/D in reading in 2023. This is a small win. Math P/D also increased for students with disabilities from 3% in 2022 to 9% in 2023. The objective was 20% so that growth was not achieved. These moves must be expanded and replicated in Science, Social Studies and Writing.

ACT index scores and the composite have all increased. This is a good sign and must be leveraged. Faculty and staff will evaluate what functions and systems have supported this improvement on which to build and expand. CERT lessons during the Junior year must be maximized.

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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

ATTACHMENTS

Attachment Name



Scott HS - Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

KCWP 1: Design and Deploy Standards

Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?

KCWP 2: Design and Deliver Instruction

Does our instructional program 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?

KCWP 4: Review, Analyze and Apply Data

Does our school 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?

KCWP 5: Design, Align and Deliver Support

Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?

KCWP 6: Establishing Learning Culture and Environment

Has our school intentionally designed 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?

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Scott HS - Key Elements		• 7

Key Elements of the Teaching and Learning Environment – Scott High School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	YES	<ol style="list-style-type: none"> 1. This summer, teacher leaders attended a Solution Tree training centered on PLC implementation. They returned to share with all faculty in August. Teachers are working to build PLC processes and to plan collaboratively, through the use of student formative and summative assessment data. 2. ILTs are expected to meet weekly. 3. Department PLCs are expected to meet monthly to discuss instructional delivery, timelines, and review formative and common assessment data. Administrators are assigned to each department and will attend department meetings to provide support and maintain fidelity to process.
KCWP 2: Design and Deliver Instruction Does our instructional program 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?	YES	<ol style="list-style-type: none"> 1. The staff is working to revise and enhance its implementation of evidenced-based instructional practices. Teachers have received a refresher on the district's cycle of quality instruction. New teachers are scheduled to receive training. 2. Learning walks are being conducted to provide meaningful instructional feedback to teachers. Teachers will be directed to district resources and PD offerings to overcome identified instructional gaps. 3. The Core Project has been implemented to help promote social-emotional competencies.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence	YES	<ol style="list-style-type: none"> 1. Regularly scheduled formative and summative assessments are conducted in classes to measure student progress. 2. District common assessment are implanted to make sure we are making adequate progress against the district curriculum

Key Elements of the Teaching and Learning Environment – Scott High School

to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		and pacing guides. Reteaching and remediation are provided to overcome indicated deficiencies.
KCWP 4: Review, Analyze and Apply Data Does our school 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?	YES	1. Data is shared in team meetings, staff meetings and SBDM meetings to identify and promote meaningful action to enhance student learning. This is an evolving process.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	YES	1. This is definitely an area of growth. 2. FLY (RTI-dedicated) time is utilized to provide SEL and teach the Core project priorities.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed 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?	YES	1. This is an area of growth. Some scheduling changes will occur for 2 nd trimester to enhance learning for special populations.



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2023-24 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.

☐ 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 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, 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 school 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).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

18. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

19. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

20. In a school 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).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a school 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.

☐ 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 school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a school 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a school 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.

☐ Yes

☐ 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).

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Comprehensive School Improvement Plan

SCOTT HIGH SCHOOL

Dr. David A. Rust, Principal

5400 Pride Parkway
Taylor Mill, Kentucky, 41015

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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, postsecondary readiness, and graduation rate. 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. 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 (6) 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 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



CSIP - Scott HS 2023-24

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.

1. The most significant priorities are the percentages of students with disabilities performing novice, across the board, in math (59%), reading (61%), writing (65%), social studies (85%), and science (100%), as measured by the KSA. 100% of students with disabilities scoring novice in science, and only 8% of non-identified science students scoring P/D are measures that must be improved upon.

2. Proficiency in Math, Reading and Science for all students, as measured by KSA % P/ D, lags behind the district averages. Writing and Social studies proficiency is the same or higher, but still too low and in need of improvement.

Math: Scott - 35% P/D, District - 38% P/D

Reading: Scott - 41%, District - 44%

Science: Scott - 8%, District - 9%

Social Studies: Scott - 40%, District - 40%

Writing: Scott - 51%, District - 49%

3. Culture and climate and culture of learning must be improved. Bullying, as reported by students is still too frequent, and inappropriate behaviors, including fights, school disruption and skipping class, must be remediated.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP - Scott HS 2023-24		.

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
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. The most significant priorities are the percentages of students with disabilities performing novice, across the board, in math (59%), reading (61%), writing (65%), social studies (85%), and science (100%), as measured by the KSA. 100% of students with disabilities scoring novice in science, and only 8% of non-identified science students scoring P/D are measures that must be improved upon.
2. Proficiency in Math, Reading and Science for all students, as measured by KSA % P/ D, lags behind the district averages. Writing and Social studies proficiency is the same or higher, but still too low and in need of improvement.
 Math: Scott - 35% P/D, District - 38% P/D
 Reading: Scott - 41%, District - 44%
 Science: Scott - 8%, District - 9%
 Social Studies: Scott - 40%, District - 40%
 Writing: Scott - 51%, District - 49%
3. Culture and climate and culture of learning must be improved. Bullying, as reported by students is still too frequent, and inappropriate behaviors, including fights, school disruption and skipping class, must be remediated.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction

Does our instructional program 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?

KCWP 3: Design and Deliver Assessment Literacy

Does our school have a comprehensive, balanced assessment system that provides a variety of evidence?

KCWP 4: Review, Analyze and Apply Data

Does our school 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?

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	56.4	-6.5
State Assessment Results in science, social studies and writing	52.3	3.4
English Learner Progress	NA	NA
Quality of School Climate and Safety	62.7	-0.7
Postsecondary Readiness (high schools and districts only)	85.4	2.1
Graduation Rate (high schools and districts only)	90.9	3.5

1: State Assessment Results in Reading and Mathematics

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 its overall proficiency for all students in reading from 41% in 2023 to 58% in 2024, as measured by KSA.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and assessment progress. 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. Content-specific reading passages will be incorporated into instruction across all departments, with comprehension-related tasks applied. Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessments. Teachers will target 70% proficiency on assessments or reteach. Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals connected to the state standards through observations from PPR walks. By the end of April 2024, learning walk data will indicate 70% or better 	<ul style="list-style-type: none"> Teachers & Administrators will analyze data on district and school-based common assessments during ILTs. This will be reflected on the department meeting agenda. Planning will be monitored for effectiveness, proper sequencing and CIA alignment. 	\$2,500 for subs

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
			reporting of language arts teachers getting a reinforcement on all four elements of the cycle of quality instruction.		
		<ul style="list-style-type: none"> Intervene, using Read 180/IXL, for readers not performing at grade level. 	<ul style="list-style-type: none"> 50% increase in number of students reading at grade level. 	<ul style="list-style-type: none"> Through MTSS and performance matters, monitor reading progress of interventions 	\$2,500 from ESSER
Objective 2: Scott High School will increase its overall proficiency for all students in mathematics from 35% in 2023 to 52% in 2024, measured by KSA.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and assessment progress. 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. 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals 	<ul style="list-style-type: none"> Teachers & Administrators will analyze data on district and school-based common assessments during ILTs. This will be reflected on the department meeting agenda. Planning will be monitored for effectiveness, proper sequencing, and CIA alignment. 	None

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
		<ul style="list-style-type: none"> Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<ul style="list-style-type: none"> connected to the state standards through observations from PPR walks. By the end of April 2024, learning walk data will indicate 70% or better reporting of math teachers getting a reinforcement on all four elements of the cycle of quality instruction. 		
		<ul style="list-style-type: none"> Intervene, using Math IXL, for students demonstrating math deficits. 	<ul style="list-style-type: none"> 50% increase in number of students performing math at grade level. 	<ul style="list-style-type: none"> Through MTSS and performance matters, monitor math progress of interventions 	<ul style="list-style-type: none"> \$5000 from ESSER

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 60% 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 will increase its overall proficiency for all students in science from 8% in 2023 to 25% in 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and assessment progress. 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. Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals connected to the state standards through observations from PPR walks. By the end of April 2024, learning walk data will indicate 	<ul style="list-style-type: none"> Teachers & Administrators will analyze data on district and school-based common assessments during ILTs. This will be reflected on the department meeting agenda. Planning will be monitored for effectiveness, proper sequencing, and CIA alignment. 	None

Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 60% 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
			70% or better reporting of science teachers getting a "reinforce" on all four elements of the cycle of quality instruction.		
Objective 2: Scott High School will increase the separate proficient and distinguished for all students in social studies from 40% in 2023 to 50% in 2024 as measured by the school report card separate academic indicator data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. 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. Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessments. Teachers will target 70% proficiency on assessments or reteach. Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals connected to the state standards through 	<ul style="list-style-type: none"> Teachers & Administrators will analyze data on district and school-based common assessments during ILTs. This will be reflected on the department meeting agenda. Planning will be monitored for effectiveness, proper sequencing, and CIA alignment. 	None

Goal 2: Scott High School science will increase the proficient and distinguished total for all students in science from 33.1% in 2022 to 60% 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
			observations from PPR walks. <ul style="list-style-type: none"> By the end of April 2024, learning walk data will indicate 70% or better reporting of social studies teachers getting a “reinforce” on all four elements of the cycle of quality instruction. 		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

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

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 9% in 2023 to	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Special education collaborators will be expected to coordinate with core teaching staff 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessment. Teachers will target 	<ul style="list-style-type: none"> Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress. Teachers and administrators will consistently monitor data tracking 	None

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
20% in 2024 as measured by the KSA.		<p>to provide effective instruction for special education students.</p> <ul style="list-style-type: none"> Special education teachers providing SDI in resource settings will plan effective lessons to accelerate students access to and proficiency with the grade-level curriculum. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. Gap student progress will be monitored, and reteaching provided to improve outcomes. 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. Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<p>70% proficiency on assessments or reteach.</p> <ul style="list-style-type: none"> Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals connected to the state standards through observations from PPR walks. By the end of April 2024, learning walk data will indicate 70% or better reporting of special education teachers getting a “reinforce” on all four elements of the cycle of quality instruction. 	<p>sheets for mastery of content through their ILT work.</p> <ul style="list-style-type: none"> 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 gap performance data on department formative and district common assessments. 	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, analyze, and apply data	<ul style="list-style-type: none"> Update and Incorporate Special Ed Tracking Document in special education Utilize data to make student specific plans and adjustments for support and assistance when not making adequate progress 	<ul style="list-style-type: none"> % of students making progress on their IEP goals % of students making progress on their IEP goals 	<ul style="list-style-type: none"> Weekly - Special Education Teachers, Administration Monthly - Special Education Teachers, Administration 	
Objective 2: Scott High School will increase overall proficiency for students with disabilities in mathematics from 9% in 2023 to 20% in 2023 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Lesson planning documents and expectations will be shared with teachers. Special education collaborators will be expected to coordinate with core teaching staff to provide effective instruction for special education students. Special education teachers providing SDI in resource settings will plan effective lessons to accelerate students access to and proficiency with the grade-level curriculum. Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. Gap student progress will be monitored and reteaching provided to improve outcomes. 	<ul style="list-style-type: none"> Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. Analyze CERT and common assessment test data for student progress Administrators will monitor notes from and periodically attend ILT meetings to assure instruction-assessment coherence. Monitor Tier 1 instructional goals connected to the state standards through 	<ul style="list-style-type: none"> 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. <p>Administrators, teachers, and special education department leads will analyze gap performance data on department formative and district common assessments.</p>	None

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> 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. Dept. head walks with district consultants will be utilized to align instruction/assessment. 	<ul style="list-style-type: none"> observations from PPR walks. By the end of April 2024, learning walk data will indicate 70% or better reporting of special education teachers getting a “reinforce” on all four elements of the cycle of quality instruction. 		
	KCWP 4: Review, analyze, and apply data	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	

4: English Learner Progress

Goal 4: Increase the percentage of EL students who are proficient (reaching attainment) on ACCESS from <1% in 2022 to 50% in 2027 measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of EL students reaching attainment on the ACCESS test from NA (suppressed) in 2023 to 25% in 2024.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure all teachers can identify their EL students and know their English proficiency levels. • All teachers should know their student's PSP and incorporate modifications into their lesson plans to accommodate ELLs. • EL support teachers will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers. 	<ul style="list-style-type: none"> • School will provide a PD with district EL staff in teacher planning meetings. • EL support 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. 	<ul style="list-style-type: none"> • Review EL student progress during ILT meetings. • Master schedule, ILT meetings 	

5: Quality of School Climate and Safety

Goal 5: 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 Decrease the number of students disagreeing with the statement "Bullying is NOT a problem for this school", from 46% to 25% as reported on KSA.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Each FLY teacher will make meaningful connections with their students, with the intent of developing into a trusted adult. Tier One SEL lessons around bullying and harassment and what to do if you are being harassed for all students will be provided in FLY. Development and implement a QR code with a link to a google form for students to report incidents of bullying and harassment. Communication to parents/guardians/students to educate them on bullying/harassment and when and how to report to school administration Implement use of "shout out" boxes as a means for students to report bullying or other sensitive information of which administrators need to be aware. Increase awareness and consequences for student harassing or bullying others. 	<ul style="list-style-type: none"> A student interim survey will be generated to measure progress Monitoring the data to see that it decreases from year to year. progress. Reduction in bullying and harassment. 	<ul style="list-style-type: none"> Administrators will monitor the data of bullying instances as collected through the "stop" tip line, shout out boxes and parents reports. Administrators will review student survey and climate data. 	None

6: Postsecondary Readiness

Goal 6: Scott High School will increase its state transition ready rate from 83.3% in 2022, to 100.0% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Scott High School will increase from 87.5 % based on the state transition ready rate model in 2023, to 92% in 2024 based on the state transition ready rate.	KCWP 5: Design, Align, and Deliver Support	<ul style="list-style-type: none"> • Use MTSS to provide students individualized support in the areas of on-track to graduate, career, or college ready. • Continue to build teacher understanding of transition readiness and their role in supporting students as adult advocates. • Communicate to parents through the parent newsletter about transition readiness and opportunities available for students in college and career. • Increase Dual Enrollment classes • CCR classes to support college readiness 	<ul style="list-style-type: none"> • Tracking college ready, career ready, and graduation rates • Tracking students that are transition ready in the 9th, 10th, 11th and 12 grades • Increase in the number of students' college and or career ready. • Dual Credit sessions with students and parents by counselors • Increase students' that are college ready. 	<ul style="list-style-type: none"> • 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 monthly, along with student off track to graduate data. • Parent communication of results. • Increased numbers of Dual Credit students. • Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress. 	None
Objective 2: Scott High School will increase its Junior ACT composite score from 18.6 as measured in 2023 to 18.9 in 2024.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • The administration and SBDM Council will consider the addition of more rigorous coursework to support a greater breadth and depth of instructional options. • More rigorous coursework, including the addition of AP courses will be added into the master schedule. 	<ul style="list-style-type: none"> • More courses will be added to the master schedule. • More students will sign up for more challenging courses. • An increase in GPA by students attempting more difficult coursework. 	<ul style="list-style-type: none"> • By January, 2024, at least two additional "high-level" honors or AP courses will be added to the master schedule for the 2024-25 school year. 	

		<ul style="list-style-type: none">• Students will be encouraging and support to pursue more challenging coursework.• Staff will be selected and trained to provide more challenging coursework.• Curriculum and lesson design will be implemented to support added coursework.• The instructional design and delivery, along with assessment practices will be scrutinized for rigor.			
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7: Graduation Rate

Goal 7: By 2027, Scott High School will increase the graduation rate from 87.2 % in 2022 to 97% as measured by the KSA graduation rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase the overall graduation rate of 92% in 2023 to 93.5% by 2024.	KCWP 5: Design, Align and Deliver Supports	<ul style="list-style-type: none">• Credit recovery policy will be created to accelerate the acquisition of credits by students who are off track.• An incentive program will be devised and implemented within SWS to acknowledge credits being caught up by students receiving dedicated programming.• Counselors will monitor progress of off-track student and conduct monthly meetings with students and parents as needed to facilitate progress.	<ul style="list-style-type: none">• Policy in place and students gaining access to accelerated credit recovery.• The reduction, over time, of the number of students off track to graduate.• Students will be tracked on MTSS sheets to monitor progress.	<ul style="list-style-type: none">• 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
Objective 2					

8: Working Conditions (Impact)

Goal 8: By 2028, Scott High School will increase its average overall school climate, as measured by the Impact survey, from 32% in 2021-22 to 70%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Scott High School will increase the percentage of teachers reporting their students' enthusiasm for school on most days as extremely or quite enthusiastic, from 11% in 2022 to 40% in 2024.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> An ad hoc school climate committee will be created to conduct a customer service and school working conditions survey of students to understand how to better generate happiness, contentment, and enthusiasm for school. 	<ul style="list-style-type: none"> By Jan 30th, a survey will be administered to all students. 	<ul style="list-style-type: none"> Survey data will be generated by February 15th, to drive actions. 	
		<ul style="list-style-type: none"> The school will implement actions to overcome student enthusiasm barriers, as identified in the customer service survey. 	<ul style="list-style-type: none"> A 30-60-90 day action plan will be developed to implement actions taken to overcome barriers. A follow up plan will be created to inform actions taken over the summer to impact the start of school in August of 2024. 	<ul style="list-style-type: none"> An action plan will be developed by March 1 to extend through the remainder of the year A secondary plan will be developed by June 30th for the start of the 2024 school year. 	
Objective 2 Scott High School will increase the percentage of teachers reporting the positivity of the working environment at their school, as extremely or quite positive, from 28% in 2022 to 50% in 2024.		<ul style="list-style-type: none"> A survey will be created to identify themes influencing the positivity of teachers' working environment. A plan will be devised to increase positivity of the working environment. 	<ul style="list-style-type: none"> A working environment survey will be conducted by January 12, 2024. The administrative team will work with either department heads or newly conceived school climate committee to implement a plan of action by February 1. 	<ul style="list-style-type: none"> Survey data will be collected and reviewed by January 15th. An action plan will be published by February 1. A review and refinement of the working conditions plan will be conducted by June 30th for implementation in August 2024. 	