2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09172024_08:26

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Scott High School
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Taylor Mill, Kentucky, 41015
United States of America

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools - 2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09172024_08:26 - Generated on 12/11/2024

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2024-2025 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 2024-2025 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)

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• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
Tony Procaccino 9/17/24

2024-2025 Phase One: Executive Summary for Schools_09192024_09:45

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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 1069 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 complete Scott is 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. Currently, Scott High School has 19 students who attend YSA and 167 students attaining dual credits working with the two local universities.

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). Staff is engaged in collaborative subject area teams and review diagnostic summative and formative data at the school level to create action plans for ongoing instruction. The data allows teachers to put a plan in place for students academic deficits and make adjustments to instruction in real time. The SBDM council convenes two parents, three teachers and a student representative. 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. At the school leadership level, the administration, MTSS team and Department Leads review common formative assessment and district common assessment data to determine the school improvement/ action plan which includes curriculum, staffing and professional development needs.

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. Scott High School students have the opportunity to achieve dual credits with local universities, be involved in YSA, and complete 2 CTE pathways. Scott High School host the only JROTC program in Kenton County School District. PBIS expectations is an essential piece of our school culture and climate. The expectations are that students are respectful and adhere to the policies and procedures that are put in place. Our purpose is to empower students to be transition ready and college and or career ready!

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 common formative and district common assessment data 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. Scott High School has also expanded our Career Ready initiatives to include Veterinary Technician, and Plant and Crop Production programs. We have over 104 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, 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. Students with special needs did go up in reading in 22-23 school year to 9% P/D compared to 0% in 21-22. However, there were 0% P/D in math, science, and social studies in the years for 21-22 and 22-23. The graduation rate did see a decline. In 21-22, there were 248 graduates and in 22-23 there were 243 students graduate from Scott High School. Scott High School will continue to focus on students with disabilities in all subject areas. Strategies to address this designation include further implementation of an effective co-teaching model and remediation through SOS. This will also include data analysis of common formative and district common assessments and plans for next steps to ensure student mastery of standards.

The leadership team worked to modify the current master schedule to incorporate reading and math remediation for students. Scott has implement Student Optimized Services (SOS) to better provide students with interventions and remediation on a needs based, and academic and social emotional tier II and tier III. As well as enrichment opportunities for students performing at a higher level. The SOS system is being implement during our 30 minute FLY period. The schedule has also be modified to create more opportunities for credit recovery. This also adds in our credit recovery program.

Moving forward, the master schedule and the school staffing matrix need to be maximized to produce a greater variety of career pathway and AP offerings, which are currently very thinly offered, in-house. An evaluation of the trimester schedule and instructional minutes being provided in the core instructional program also needs to be undertaken

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

None

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: School Safety Report_09192024_09:42

2024-2025 Phase One: School Safety Report

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2024-2025 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

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

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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 most recent 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)?

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10172024_16:35

2024-2025 Phase Two: The Needs Assessment for Schools

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Scott High School

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2024-2025 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted 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 were documented.

The administrative team, comprising the principal and three assistant principals, convened upon the release of the Fall 2024 KSA data. The initial focus was on academic performance specific to Scott High School, particularly the percentage of students achieving at the proficient or distinguished levels across all subjects. This analysis included data for all students, as well as those with disabilities, those from low-income backgrounds, and English Learners.

Next, in the Fall of 2024 the team compared the KSA data from the 2023-2024 school year to that of 2022-2023, noting increases, decreases, or stability in scores across different academic areas and student demographics. To further triangulate the data, they evaluated the KSA academic scores against the district's projected scores from common assessments, again noting whether KSA scores were higher, lower, or comparable.

Attention then shifted to the Quality of School Climate and Safety data. The team identified questions that scored in both low and high ranges, comparing these results to the previous year's survey data. They discussed potential reasons behind the lower scores, particularly addressing misunderstandings related to specific "not" questions.

During additional meetings in the Fall of 2024, the administrative team collaborated with the school counselors to discuss post-secondary readiness and graduation rates. This discussion centered on comparing the 2023-2024 data with previous years to assess the effectiveness of specific strategies and resources that have demonstrated success.

All findings will be presented to the staff during the October staff meeting, where staff members will have the opportunity to discuss and provide input on the data shared by the team. By integrating insights from the administrative team, counselors, and staff, the team aims to conduct a thorough needs assessment to guide the Comprehensive School Improvement Plan (CSIP).

The data, highlighting both strengths and areas for growth, was also shared with the SBDM council. While a detailed breakdown was provided, the focus remained on identifying priority areas for improvement. With the needs assessment now complete, the next steps involve collaboratively developing the CSIP with multiple stakeholders.

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?

Goal 1: Increase Results in Reading and Math

- Math Proficiency: Increased from 35% to 42% (+7 percentage points).
- Reading Proficiency: Increased from 41% to 51% (+10 percentage points).
- Successes: Effective instructional strategies and targeted interventions appear to have positively impacted student performance in both subjects.

Goal 2: Increase State Assessment Scores in Science, Social Studies, and Writing

- Science Proficiency: Decreased from 8% to 2%.
- Writing Proficiency: Decreased from 51% to 42%.
- Social Studies Proficiency: Decreased from 40% to 35%.
- Challenges: The decline in proficiency across these subjects indicates the need for reevaluation of teaching methods and support systems.

Goal 3: Increase State Assessment Scores for Students with Disabilities in Reading and Math

- Math Proficiency for Students with Disabilities: Increased from 9% to 17%.

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- Reading Proficiency for Students with Disabilities: Increased from 9% to 17%.
- Successes: Targeted support and tailored interventions for students with disabilities have shown significant improvements.

Goal 4: Increase Proficiency Rates for English Learners (EL)

- Proficiency Rate: Increased from 0% to 17%.
- Successes: Successful programs and support for English Learners have led to a marked improvement in proficiency.

Goal 5: Decrease the Number of Students Disagreeing with "Bullying is Not a Problem"

- Disagreement Rate: Increased from 46% to 51%.
- Challenges: This indicates a worsening perception of bullying issues, suggesting the need for enhanced anti-bullying initiatives and awareness programs.

Goal 6: Increase State Transition Readiness Rate

- Transition Readiness Rate: Increased from 87.5% to 97.8%.
- Junior ACT Composite Score: Decreased slightly from 18.6 to 18.2.
- Successes: The increase in transition readiness is a significant achievement, while efforts to improve ACT scores may require further attention.

Goal 7: Increase School Graduation Rate

- Graduation Rate: Increased from 92% to 94.6%.
- Successes: The increase in the graduation rate demonstrates effective support and engagement strategies for students.

Goal 8: Increase Impact Survey Results for Teachers

- Status: No data available for this year as the survey will be administered next school year.
- Future Focus: Continued attention to teacher feedback and support is essential.

Overall Summary of Successes

- Notable Improvements: Significant gains in reading and math proficiency, particularly for students with disabilities and English Learners.
- Positive Trends: Increases in graduation rates and transition readiness indicate strong support systems for students.
- Challenges Identified: Declines in science, writing, and social studies proficiency highlight areas needing immediate attention and restructuring.

- Next Steps: Focus on enhancing teaching practices in declining subjects, reinforcing anti-bullying initiatives, and sustaining successful interventions in reading and math.

In conclusion, while there were several successful outcomes, particularly in reading and math, the school should address the challenges identified in other areas to continue improving overall student performance.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
    Here's a summary of the percentages for each subject from the 22-23 to the 23-24 school year:

- Math: Increased from 35% to 42%
- Reading: Increased from 41% to 51%
- Science: Decreased from 8% to 2%
- Social Studies: Decreased from 51% to 42%
- Writing: Decreased from 40% to 35%

Overall, there are improvements in Math and Reading, while Science, Social Studies, and Writing saw declines.

Impact Survey Summary

Perception of Care and Support Caring Environment: 82% of students view their school as caring, with 90% feeling that adults care about them. Sense of Belonging: 81% feel part of the school community, showing a slight decline. Welcoming Atmosphere: 86% feel welcomed by teachers, and 96% believe at least one adult listens to them.

Academic Support 94% can ask a teacher for help, and 93% feel teachers expect their best.

Fairness and Discipline 62% disagree about the fairness of school rules, and only 52% feel consequences are applied equally, indicating a need for improvement.

Safety and Well-Being 88% feel safe in class, and 93% believe adults care about their safety. However, only 83% think safety concerns are addressed quickly.

Handling of Bullying 51% see bullying as a problem, with 76% believing reports lead to action, highlighting a gap in response.

Inclusivity and Respect Mixed feelings on respect for differences: 54% disagree about student respect, but 90% feel adults respect their differences.

Internet Bullying 54% perceive internet bullying as an issue, indicating a need for targeted interventions.

Recommendations

- Enhance Support Programs: Improve student support, particularly in rule enforcement.
- Address Fairness and Discipline: Communicate the fairness of rules to boost perceptions of equity.
- Strengthen Anti-Bullying Initiatives: Implement comprehensive programs to ensure effective reporting and response.
- Promote Inclusivity: Conduct workshops on diversity and acceptance.
- Increase Communication Channels: Make reporting avenues clear and accessible to students.

Conclusion, Scott High School shows a generally positive environment but faces challenges in fairness, bullying, and inclusivity. Targeted actions can further enhance the student experience.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact

survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Math: Scott High School Data Comparison 2023-2024 Data Set Metric Value N (Number of Students) 31 A (Apprentice) 28 P (Proficient) 28 D (Distinguished) 13 P+D (Proficient + Distinguished) 42 2022-2023 Data Set Metric Value N (Number of Students) 32 A (Apprentice) 34 P (Proficient) 24 D (Distinguished) 11 P+D (Proficient + Distinguished) 35 Comparison Summary: Number of Students (N): Decrease from 32 to 31 students, indicating a slight drop in enrollment. Apprentice (A): Decrease from 34 to 28, suggesting a decline in the number of students scoring at the apprentice level, which could indicate challenges in maintaining high achievement levels. Proficient (P): Increase from 24 to 28, showing improvement in the number of students meeting the proficient standard, which is a positive trend for foundational skills. Distinguished (D): Increase from 11 to 13, indicating more students are achieving distinguished scores, reflecting progress among higher-performing students. Proficient + Distinguished (P+D): Increase from 35 to 42, suggesting an overall improvement in the combined number of students achieving proficient or distinguished scores, which is a positive outcome.

Summary: Scott High School's 2023-2024 data reflects a mixed performance: Strengths: There is a positive trend in proficient and distinguished scores, indicating improvements in foundational math skills and higher achievement. Areas for Improvement: The decline in apprentice scores suggests that while more students are achieving proficiency, fewer are reaching the apprentice level. This indicates a potential need to focus on challenging students who are capable of advanced work while continuing to support those progressing toward proficiency. Overall, the school appears to be making progress in foundational skills while facing challenges in maintaining higher achievement levels. A balanced approach that addresses both apprentice and foundational skills may help further improve overall student performance in mathematics.

Reading: Scott High School Reading Data Comparison 2023-2024 Data Set Metric Value Novice (N) 23 A (Apprentice) 26 P (Proficient) 33 D (Distinguished) 19 P+D (Proficient + Distinguished) 51 2022-2023 Data Set Metric Value Novice (N) 28 A (Apprentice) 31 P (Proficient) 31 D (Distinguished) 10 P+D (Proficient + Distinguished) 41 Comparison Summary: Novice (N): Decrease from 28 to 23, indicating a drop in the number of novice students. Apprentice (A): Decrease from 31 to 26. This decline suggests fewer students are scoring at the apprentice level, indicating potential challenges in maintaining higher engagement. Proficient (P): Increase from 31 to 33, showing an improvement in the number of students achieving proficient scores, which is a positive trend for foundational skills. Distinguished (D): Increase from 10 to 19, indicating a significant improvement in the number of students achieving distinguished scores, reflecting enhanced performance among higher achievers. Proficient + Distinguished (P+D): Increase from 41 to 51, suggesting an overall improvement in the combined number of students achieving proficient or distinguished scores, which is a notable positive outcome.

Summary: Scott High School's reading performance shows a mixed picture for the 2023-2024 school year: Strengths: The increase in proficient and distinguished scores indicates positive growth in student achievement, particularly among higher-performing students. Areas for Improvement: The decline in apprentice scores and the overall drop in novice students suggest a potential need for increased engagement strategies to keep students motivated at all levels. Overall, while Scott High School has made significant strides in improving proficiency and distinguished achievement, efforts may be needed to enhance student engagement and performance at the apprentice level to ensure balanced success across all student groups.

Science Scott High School Science Data Comparison 2023-2024 Data Set Metric Value Novice (N) 54 A (Apprentice) 44 P (Proficient) 2 D (Distinguished) 0 P+D (Proficient + Distinguished) 2 2022-2023 Data Set Metric Value Novice (N) 48 A (Apprentice) 44 P (Proficient) 8 D (Distinguished) 0 P+D (Proficient + Distinguished) 8 Comparison Summary: Novice (N): Increase from 48 to 54 novice students, indicating a rise in the number of students performing at the novice level, which is concerning. Apprentice (A): The number of apprentice students remains steady at 44, showing consistency in this category, which is a positive sign. Proficient (P): Decrease from 8 to 2 proficient students. This significant decline raises concerns about the foundational skills being taught and retained. Distinguished (D): No distinguished students in both years, indicating a lack of high-level performance. Proficient + Distinguished (P+D): Decrease from 8 to 2, reflecting a substantial drop in overall student performance at proficient and distinguished levels.

Summary: Scott High School's science performance shows a concerning trend for the 2023-2024 school year: Strengths: The consistency in the number of apprentice students indicates some level of student engagement and progress. Areas for Improvement: The increase in novice students and the decline in proficient scores are alarming. This suggests a pressing need for targeted interventions to improve foundational science skills and overall student achievement. The absence of distinguished students in both years highlights the need for enhanced support for high-achieving students. Overall, while there are some positive aspects in terms of apprentice performance, Scott High School needs to implement effective strategies to boost proficiency and ensure a stronger foundation in science for all students.

Combined writing Scott High School Combined Writing Data Comparison 2023-2024 Data Set Metric Value Novice (N) 18 A (Apprentice) 40 P (Proficient) 35 D (Distinguished) 8 P+D (Proficient + Distinguished) 42 2022-2023 Data Set Metric Value Novice (N) 16 A (Apprentice) 32 P (Proficient) 43 D (Distinguished) 8 P+D (Proficient + Distinguished) 51 Comparison Summary: Novice (N): Increase from 16 to 18 novice students, indicating a slight rise in the number of students performing at the novice level, which is a concern. Apprentice (A): Increase from 32 to 40 apprentice students, showing significant improvement in student engagement and performance in this category. Proficient (P): Decrease from 43 to 35 proficient students. This decline is noteworthy and suggests that fewer students are meeting the proficient writing standard compared to the previous year. Distinguished (D): No change in the number of distinguished students, remaining at 8. This indicates consistent performance among the highest-achieving students. Proficient + Distinguished (P+D): Decrease from 51 to 42, reflecting a significant drop in the

overall number of students achieving proficient or distinguished status, which is concerning.

Summary: Scott High School's writing performance shows a mixed trend from 2022-2023 to 2023-2024: Strengths: The increase in apprentice students indicates growth and a positive trajectory in student performance at this level. Areas for Improvement: The rise in novice students and the decline in proficient scores are concerning, indicating potential gaps in writing instruction or support. The overall drop in the combined proficient and distinguished scores suggests a need for targeted interventions to boost writing achievement across all levels. In conclusion, while there are positive developments in the apprentice category, Scott High School must focus on improving proficiency levels and supporting novice students to enhance overall writing performance in the coming year.

Social Studies Scott High School Social Studies Data Comparison 2023-2024 Data Set Metric Value Novice (N) 35 A (Apprentice) 30 P (Proficient) 24 D (Distinguished) 11 P+D (Proficient + Distinguished) 35 2022-2023 Data Set Metric Value Novice (N) 33 A (Apprentice) 27 P (Proficient) 26 D (Distinguished) 14 P+D (Proficient + Distinguished) 40 Comparison

Summary: Novice (N): Increase from 33 to 35 novice students, indicating a slight rise in students struggling at this level, which is concerning. Apprentice (A): Increase from 27 to 30 apprentice students, showing a positive trend in student engagement and performance at this level. Proficient (P): Decrease from 26 to 24 proficient students, indicating a decline in the number of students meeting the proficient standard, which is a concern. Distinguished (D): Decrease from 14 to 11 distinguished students, reflecting a decrease in high-level achievers and suggesting fewer students are excelling. Proficient + Distinguished (P+D): Decrease from 40 to 35, indicating a significant drop in the overall number of students achieving proficient or distinguished status.

Summary: Scott High School's social studies performance shows a mixed trend from 2022-2023 to 2023-2024: Strengths: The increase in apprentice students is encouraging and suggests that some students are progressing toward higher performance levels. Areas for Improvement: The rise in novice students and the declines in proficient and distinguished scores are concerning and indicate potential gaps in instruction or student support. The overall drop in the combined proficient and distinguished scores highlights the need for targeted interventions to boost achievement. In conclusion, while there are positive developments in the apprentice category, Scott High School needs to focus on improving proficiency and supporting novice students to enhance overall performance in social studies moving forward.

Math: Students with disabilities Scott High School Gap Group Data for Students with Disabilities (22-23 vs. 23-24) Math - Students with Disabilities Metric 2022-23 2023-24 Change Novice (N) 59 57 -2 Apprentice (A) 32 27 -5 Proficient (P) 9 17 +8 Distinguished (D) 0 0 0 P+D (Proficient + Distinguished) 9 17 +8

Reading: Students with Disabilities Metric 2022-23 2023-24 Change Novice (N) 61 50 -11 Apprentice (A) 30 33 +3 Proficient (P) 7 17 +10 Distinguished (D) 2 0 -2 P+D (Proficient + Distinguished) 9 17 +8 Science - Students with Disabilities Metric

2022-23 2023-24 Change Novice (N) 100 72 -28 Apprentice (A) 0 28 +28 Proficient (P) 0 0 0 Distinguished (D) 0 0 0 P+D (Proficient + Distinguished) 0 0 0

Combined Writing: Students with Disabilities Metric 2022-23 2023-24 Change Novice (N) 65 62 -3 Apprentice (A) 30 33 +3 Proficient (P) 5 5 0 Distinguished (D) 0 0 0 P+D (Proficient + Distinguished) 5 5 0 Social Studies - Students with Disabilities Metric 2022-23 2023-24 Change Novice (N) 85 64 -21 Apprentice (A) 15 31 +16 Proficient (P) 0 3 +3 Distinguished (D) 0 3 +3 P+D (Proficient + Distinguished) 0 5 +5

Summary of Changes Math: Improvement in proficiency, with an increase from 9 to 17 proficient students. The reduction in novice and apprentice levels indicates progress for students with disabilities. Reading: A significant drop in novice students (down 11), and an increase in proficiency by 10, highlighting effective interventions. The loss of distinguished students may need attention but overall progress is evident. Science: A major shift from all students being novice (100) to a more balanced distribution with 72 novice and 28 apprentice. No students achieved proficiency, indicating a critical area for further support. Combined Writing: Steady performance in proficient levels with a slight decrease in novices. The number of distinguished students remains at zero, suggesting the need for enhanced writing support. Social Studies: Notable reduction in novice levels (down 21) and an increase in proficiency with 3 students reaching that level. The addition of distinguished students marks positive progress.

Non-Academic Data:

23-24 Discipline Data

During the 23-24 school year, 304 students made up 2198 discipline referrals. This is 29.63% of the total student enrollment and 51% of the special education enrollment.

-39% of all ODRS are from Freshman and 30% from Sophomores.

-48% of all discipline referrals came from the classroom.

-41% of all discipline referrals came from the hallway.

-57% of all ODRs were a result of skipping class or tardy to class.

-Beginning October 2023, the school moved to an electronic discipline referral system where teachers complete the discipline referrals online. October's discipline referrals accounted for 25% of the entire year's discipline referrals and resulted in 562 ODRs.

Strengths

-15% of all discipline referrals result in out of school suspension.

-The number of discipline referrals for February, March, April and May combined (571) were similar to October discipline referrals alone. This shows a decrease in discipline referrals across the school year.

-214 students made up 518 restorative practice resolutions. 70% of all students receiving a discipline referral received a restorative practices resolution.

-20.86% of all discipline referrals results in a restorative practices resolution.

Overall Recommendations Scott High School has shown promising improvements, particularly in math and reading, for students with disabilities. Continued focus on strategies that support students in science and writing is necessary to enhance proficiency levels. Monitoring and targeted interventions in social studies can further help reduce novice numbers and improve overall academic outcomes.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summ gap learners.

Science: Below is the comparison of the data from 22-23 to 23-24. The main data point is in 2023 there was 8% P/D and in 2024 there was only 2% P/D. This is definitely a priority area.

Comparison Summary: Novice (N): Increase from 48 to 54 novice students, indicating a rise in the number of students performing at the novice level, which is concerning. Apprentice (A): The number of apprentice students remains steady at 44, showing consistency in this category, which is a positive sign. Proficient (P): Decrease from 8 to 2 proficient students. This significant decline raises concerns about the foundational skills being taught and retained. Distinguished (D): No distinguished students in both years, indicating a lack of high-level performance. Proficient + Distinguished (P+D): Decrease from 8 to 2, reflecting a substantial drop in overall student performance at proficient and distinguished levels. Areas for Improvement: The increase in novice students and the decline in proficient scores are alarming. This suggests a pressing need for targeted interventions to improve foundational science skills and overall student achievement. The absence of distinguished students in both years highlights the need for enhanced support for high-achieving students.

Reading Data: All Students

- Novice (N): 23 (13.8%)
- Apprentice (A): 26 (15.8%)
- Proficient (P): 33 (20.0%)
- Distinguished (D): 19 (11.5%)

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- Proficient + Distinguished (P+D): 51 (30.8%)

Reading Data: Students with Disabilities

- Novice (N): 50 (50.0%)
- Apprentice (A): 33 (33.0%)
- Proficient (P): 17 (17.0%)
- Distinguished (D): 0 (0.0%)
- Proficient + Distinguished (P+D): 17 (17.0%)

Summary: Overall Performance: The majority of all students fall into the "Proficient" and "Distinguished" categories (51%), whereas a significant portion of students with disabilities are in the "Novice" category (50%).

1. Novice Category: A notable 50% of students with disabilities are classified as Novice, compared to only 13.8% of all students.

2. Apprentice Category: The percentage of students with disabilities who are Apprentice is higher (33%) compared to all students (15.8%).

3. Proficient and Distinguished: Only 17% of students with disabilities are either Proficient or Distinguished, while 30.8% of all students meet this standard.

Overall, the data indicates a stark contrast in reading proficiency between all students and those with disabilities, highlighting the need for targeted support for the latter group.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

In 2023, Scott High School recorded a proficiency rate of 41% in reading, which rose to 51% in 2024, reflecting a commendable 10% increase. This improvement in reading scores is anticipated to have a positive impact on performance in science and social studies for the 2025 academic year. Additionally, this upward trend is expected to benefit students with disabilities through enhanced Tier I instruction, facilitated by effective collaboration with special education resources.

In mathematics, Scott High School improved from 35% proficiency in 2023 to 42% in 2024, indicating a 7% increase that signifies a strengthening of Tier I instruction compared to the previous year. Moving forward into 2025, we will continue to bolster Tier I instruction in mathematics, carefully assess the standards that were

previously underperforming, and implement necessary adjustments to enhance instructional effectiveness.

The school will continue to focus on tier I instruction in all content areas. Instructional walks will occur regularly and feedback will be given around the cycle for quality instruction.

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 Processes

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 High Key Elements 24-25

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The first key focus will be on KCWP 2: Design and Deliver Instruction. Teachers will implement an Internalization Lesson Plan timeline, designed to create more comprehensive instructional lesson plans that incorporate essential elements to prepare educators for rigorous instruction. This approach will enable teachers to engage more deeply with the standards, ensuring that all components are integrated into daily lessons. To sustain rigorous instruction, the administration will

conduct Learning Walks, aligned with the district's cycle of quality instruction. These walks will assess four specific instructional elements, alongside an additional focus on technology integration. Feedback from the Learning Walks will be shared with observed teachers, facilitating collaborative dialogue aimed at improving instructional practices. Furthermore, trend data collected from these observations will inform professional development and job-embedded training, ensuring a holistic approach to staff growth. This trend data will also be presented monthly to the staff for ongoing reflection and improvement. The second key focus is KCWP 4: Review, Analyze, and Apply Data. This process commenced at the beginning of the school year with departments developing a common formative assessment calendar. This calendar outlines dedicated assessments strategically placed within the curriculum timeline to ensure students are mastering standards as they are taught. Teachers will analyze the data to make necessary instructional adjustments, which may include reteaching, spiraling back with review activities, or maintaining the instructional pace as needed. This data-driven approach will also extend to district common assessments. To implement targeted interventions, we will establish FLY Time workshops, where teachers can assign specific students to a 30-minute focused session. These workshops aim to address any deficiencies or misconceptions arising from recent instruction, enhancing student understanding and success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Scott High Key Elements 24-25	Key Elements 24-25	• 7
📄 Scott High School Key Elements 24-25	Key Elements 24-25	•

Key Elements of the Teaching and Learning Environment – 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	Regular meetings with the MTSS Core Team will occur every Wednesday to monitor student progress and intervention effectiveness based on district progress checks. Data will be used to make necessary adjustments or exit students. Attendance is mandatory unless the administration is informed. Additionally, the needs of special education and collaborative teachers will be identified, focusing on content, differentiation, instructional strategies, co-teaching modeling, and data-informed instruction.
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?		Trainings for teachers was comprehensive and focused on several key areas for improving instruction. Here's a concise summary of each point: 1. Refresher Training: Teachers engaged in a refresher training on formative assessment and the KCSD cycle of quality instruction, enhancing their instructional strategies. 2. Understanding Standards: Educators worked on identifying the appropriate rigor of standards relevant to their content areas, ensuring alignment with educational goals. 3. Learning Walks: Learning Walks will be utilized to monitor the effectiveness of Tier I instruction. Administrators will collect walk data and provide actionable feedback to help improve instruction. Monthly reviews of this data will guide next steps for individual teachers and the broader school community, ensuring a focused approach based on observed practices. 4. Core Project Training: Teachers received training on implementing the Core Project, which aims to promote social-emotional competencies among students, fostering a supportive learning environment.
KCWP 3: Design and Deliver Assessment Literacy		Our outline of the comprehensive approach to formative assessments in our school: 1. Purpose of Common Formative

Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		Assessments: These assessments are used to gauge student progress and mastery of specific standards throughout the course. 2. Assessment Calendar: Teachers create a calendar for Common Formative Assessments, scheduling specific dates to evaluate understanding of units and standards. 3. District Common Assessments: These are integrated into the curriculum timeline to track progress compared to other schools in the district, allowing for projections of future success.
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?		The ILTs will analyze common assessments to evaluate which standards were mastered and which need further attention, as well as track individual student progress. During meetings, departments will complete the ILT Data Analysis, detailing standard scores and identifying students requiring extra support. This data will be shared in staff, department head, and SBDM meetings to highlight growth areas and needs for improvement.
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?		Fly Time involves teachers reviewing student assessment data to assign students to targeted workshops. Administration and counselors will analyze KSA/ACT/MAP data and make specific workshop assignments. All teachers have received training on the SOS tool for scheduling and monitoring, along with a communication of the SOS vision.
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?		FLY time constitutes a dedicated 30-minute segment integrated into the daily schedule, allowing special education teachers to collaborate with students on their caseloads. This interval serves as a resource-rich setting where educators can focus on delivering tailored instruction aligned with IEP goals, reinforcing standards-based learning, and offering social-emotional behavior support. In English and math, all students receive Tier I instruction, with additional support provided to those requiring it within the classroom environment.

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Scott High School
Anthony Procaccino
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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2024-2025 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 in a targeted assisstance 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

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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 in a targeted assisstance 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).

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. This includes 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). 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

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

A. timely information about programs under Title I;

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

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

    o Yes
    o 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).

    o Yes
    o 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).

    o Yes
    o No

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● **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

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

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

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**

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COMMENTS

Title I Targeted Assistance School Programs

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

o Yes
o No
● **N/A**
COMMENTS

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

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o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

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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

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

o Yes

o No

● **N/A**
COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement Plan_10292024_13:47

2024-2025 Phase Three: Comprehensive School Improvement Plan

Scott High School
Anthony Procaccino
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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Scott High School

2024-2025 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, 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

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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 how well the school is accomplishing their action steps. 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 (CSIP) Template.

- **b. Upload your completed template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

📄 2024-2025 SHS CSIP

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 (57%), reading (50%), writing (62%), social studies (64%), and science (72%), as measured by the KSA. Also, the number of students performing P/D in science is only 2%

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

Math: Scott - 42% P/D, District - 43% P/D

Reading: Scott - 51%, District - 53%

Science: Scott - 2%, District - 4%

Social Studies: Scott - 35%, District - 37%

Writing: Scott - 42%, District - 50%

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)
📄 2024-2025 SHS CSIP		•

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.

Science: Below is the comparison of the data from 22-23 to 23-24. The main data point is in 2023 there was 8% P/D and in 2024 there was only 2% P/D. This is definitely a priority area.

Comparison Summary: Novice (N): Increase from 48 to 54 novice students, indicating a rise in the number of students performing at the novice level, which is concerning. Apprentice (A): The number of apprentice students remains steady at 44, showing consistency in this category, which is a positive sign. Proficient (P): Decrease from 8 to 2 proficient students. This significant decline raises concerns about the foundational skills being taught and retained. Distinguished (D): No distinguished students in both years, indicating a lack of high-level performance. Proficient + Distinguished (P+D): Decrease from 8 to 2, reflecting a substantial drop in overall student performance at proficient and distinguished levels. Areas for Improvement: The increase in novice students and the decline in proficient scores are alarming. This suggests a pressing need for targeted interventions to improve foundational science skills and overall student achievement. The absence of distinguished students in both years highlights the need for enhanced support for high-achieving students.

Reading Data: All Students

- Novice (N): 23 (13.8%)
- Apprentice (A): 26 (15.8%)
- Proficient (P): 33 (20.0%)
- Distinguished (D): 19 (11.5%)
- Proficient + Distinguished (P+D): 51 (30.8%)

Reading Data: Students with Disabilities

- Novice (N): 50 (50.0%)
- Apprentice (A): 33 (33.0%)
- Proficient (P): 17 (17.0%)
- Distinguished (D): 0 (0.0%)
- Proficient + Distinguished (P+D): 17 (17.0%)

Summary: Overall Performance: The majority of all students fall into the "Proficient" and "Distinguished" categories (51%), whereas a significant portion of students with disabilities are in the "Novice" category (50%).

1. Novice Category: A notable 50% of students with disabilities are classified as Novice, compared to only 13.8% of all students.
2. Apprentice Category: The percentage of students with disabilities who are Apprentice is higher (33%) compared to all students (15.8%).
3. Proficient and Distinguished: Only 17% of students with disabilities are either Proficient or Distinguished, while 30.8% of all students meet this standard.

Overall, the data indicates a stark contrast in reading proficiency between all students and those with disabilities, highlighting the need for targeted support for the latter group.

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.

The first key focus will be on KCWP 2: Design and Deliver Instruction. Teachers will implement an Internalization Lesson Plan timeline, designed to create more comprehensive instructional lesson plans that incorporate essential elements to prepare educators for rigorous instruction. This approach will enable teachers to engage more deeply with the standards, ensuring that all components are integrated into daily lessons. To sustain rigorous instruction, the administration will conduct Learning Walks, aligned with the district's cycle of quality instruction. These walks will assess four specific instructional elements, alongside an additional focus on technology integration. Feedback from the Learning Walks will be shared with observed teachers, facilitating collaborative dialogue aimed at improving instructional practices. Furthermore, trend data collected from these observations will inform professional development and job-embedded training, ensuring a holistic approach to staff growth. This trend data will also be presented monthly to the staff for ongoing reflection and improvement. The second key focus is KCWP 4: Review, Analyze, and Apply Data. This process commenced at the beginning of the school year with departments developing a common formative assessment calendar. This calendar outlines dedicated assessments strategically placed within the curriculum timeline to ensure students are mastering standards as they are taught. Teachers will analyze the data to make necessary instructional adjustments, which may include reteaching, spiraling back with review activities, or maintaining the instructional pace as needed. This data-driven approach will also extend to district common assessments. To implement targeted interventions, we will establish FLY Time workshops,

where teachers can assign specific students to a 30-minute focused session. These workshops aim to address any deficiencies or misconceptions arising from recent instruction, enhancing student understanding and success.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.4	+21.5
State Assessment Results in science, social studies and writing	41.9	-13.8
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	62.9	-0.9
Postsecondary Readiness (high schools and districts only)	97.8	+10.3
Graduation Rate (high schools and districts only)	97.5	+3.1

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 51% in 2024 to 59% in 2025, as measured by KSA.	KCWP 2: Design and Deliver Instruction	• Lesson planning documents and expectations will be shared with teachers. • Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. • Use common 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 and vocabulary will be incorporated into instruction across all departments, with comprehension-related tasks applied. • Intervene, using IXL, for readers not performing at grade level.	• Teachers will evaluate classroom formative and summative assessments. Teachers will target 70% proficiency on assessments or reteach. • 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 language arts teachers getting a reinforcement on all four elements of the cycle of quality instruction. • 50% increase in number of students reading at grade level.	• 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. • Through MTSS and performance matters, monitor reading progress of interventions	• $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
Objective 2: Scott High School will increase its overall proficiency for all students in mathematics from 42% in 2024 to 53% in 2025, measured by KSA.	KCWP 2: Design and Deliver Instruction	• Lesson planning documents and expectations will be shared with teachers. • Teachers and administrators will evaluate and maintain alignment between curriculum, instruction and assessments. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. • Use common 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. • Intervene, using Math IXL, for students demonstrating math deficits.	• Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. • 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 2025, 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. • 50% increase in number of students performing math at grade level.	• 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. • Through MTSS and performance matters, monitor math progress of interventions	$5,000 from SBDM

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 proficiency 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 2% in 2024 to 21% in 2025 as measured by KSA.	KCWP 2: Design and Deliver Instruction	• Lesson planning documents and expectations will be shared with teachers. • Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. • Use common 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.	• Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. • 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 2025, learning walk data will indicate 70% or better reporting of science teachers getting a "reinforce" on all four elements of the cycle of quality instruction.	• 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 proficiency 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 2: Scott High School will increase the separate proficient and distinguished for all students in social studies from 35% in 2024 to 49% in 2025 as measured by the school report card separate academic indicator data.	KCWP 2: Design and Deliver Instruction	• Lesson planning documents and expectations will be shared with teachers. • Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. • Use common 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.	• Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. • 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 2025, learning walk data will indicate 70% or better reporting of science teachers getting a "reinforce" on all four elements of the cycle of quality instruction.	• 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
Objective 3: Scott High School will increase its overall proficiency for all students in writing from 42% in 2024 to 58% in 2025 as measured by KSA.	KCWP 2: Design and Deliver Instruction	• Lesson planning documents and expectations will be shared with teachers. • Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments.	• Teachers will evaluate classroom formative and summative assessment. Teachers will target 70% proficiency on assessments or reteach. • Administrators will monitor notes from and	• Teachers & Administrators will analyze data on district and school- based common assessments during ILTs. This will be reflected on the department meeting agenda.	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 proficiency 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
		• Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. • Use common 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.	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 2025, learning walk data will indicate 70% or better reporting of science teachers getting a "reinforce" on all four elements of the cycle of quality instruction.	• Planning will be monitored for effectiveness, proper sequencing, and CIA alignment.	

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).

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 17% in 2024 to 35% in 2025 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	• 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. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis. • 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.	• 70% proficiency on assessments or reteach. • 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 2025, 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.	• 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 gap performance data on department formative and district common assessments.	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, analyze, and apply data	• Use common 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. • 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	• % of students making progress on their IEP goals. • % of students making progress on their IEP goals	• 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 17% in 2024 to 36% in 2025 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	• 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. • Teachers will utilize internalization lesson plans. Admin will give feedback on a regular basis.	• 70% proficiency on assessments or reteach. • 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 2025, 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.	• 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 gap performance data on department formative and district common assessments.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• 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 common 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.			
	KCWP 4: Review, analyze, and apply data	• 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	• % of students making progress on their IEP goals. • % of students making progress on their IEP goals	• Weekly - Special Education Teachers, Administration • 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 60% 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 50% in 2024 to 54% in 2025.	KCWP 2: Design and Deliver Instruction	• 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.	• 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.	• 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 2022 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 51% in 2024 to 17% in 2025 as reported on KSA.	KCWP 6: Establishing Learning Culture and Environment	• Each FLY teacher will make meaningful connections with their students, with the intent of developing into a trusted adult (adult advocacy). • 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.	• 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.	• 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 (High School Only)

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 97.8% based on the state transition ready rate model in 2024, to 98.53% in 2025 based on the state transition ready rate.	KCWP 5: Design, Align, and Deliver Support	• 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	• 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.	• 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

7: Graduation Rate (High School Only)

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 94.6% in 2024 to 96% by 2025.	KCWP 5: Design, Align and Deliver Supports	• 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.	• 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.	• 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

8: Other (Optional)

Goal 8: By 2028, Scott High School will increase its average overall school climate, as measured by the Impact survey, from 24% in 2024 to 70%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Scott High School will increase its overall school climate from 24% in 2024 to 47% in 2026, as measured by the impact survey.	KCWP 6: Establishing Learning Culture and Environment	• 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. • The school will implement actions to overcome student enthusiasm barriers, as identified in the customer service survey. • A plan will be devised to increase positivity of the working environment (Sunshine community).	• By Jan 30th, a survey will be administered to all students. • 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.	• Survey data will be generated by February 15th, to drive actions. • 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.	

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

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:

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:

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:

Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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:

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:

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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