



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09172025_16:11

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Scott High School
Cody Wolf
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

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

Please enter your name and date below to certify.

Cody Wolf

September 17, 2025



2025-2026 Phase One: Executive Summary for Schools_09172025_16:11

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 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, located in Taylor Mill, Kentucky, is part of the Kenton County School District and serves students in grades 9–12. The school currently enrolls around 1,000 students with approximately 51 full-time teachers, resulting in a student-to-teacher ratio of about 20:1. The campus is situated in a suburban area of northern Kenton County just south of Cincinnati. This location gives students access to both a small community setting and the resources of a major metropolitan area.

The Taylor Mill community itself is home to around 6,800 residents. Scott High School serves a diverse socioeconomic population. Nearly half of its students qualify for free or reduced-price lunch, reflecting a range of economic backgrounds across the neighborhoods feeding into the school. Demographically, the student body is predominantly White, but it also includes students identifying as Hispanic, Black, multiracial, Asian, and other groups, creating a need for inclusive and culturally responsive supports.

In the past three years, Scott High School has undergone significant change, particularly in terms of facility improvements. The district has invested in major renovations and upgrades, including work on the gymnasium, swimming pool, stadium and athletic fields, and tennis courts. These improvements are part of larger bond-funded projects to modernize facilities and accommodate enrollment needs. Alongside these physical changes, the school and district have also emphasized career and technical education pathways, aligning with regional workforce demands and offering students more postsecondary options.

The community and school together face both opportunities and challenges. On one hand, proximity to Cincinnati provides students with access to internships, jobs, and cultural experiences that enrich their education. The district's investment in modern facilities also demonstrates strong community support for education. On the other hand, balancing the needs of a socioeconomically mixed student population, addressing staffing pressures in a competitive labor market, and ensuring equity in academic and extracurricular opportunities remain ongoing challenges. Despite these, Scott High School continues to stand out as a mid-sized suburban high school with a strong focus on student success, modernized facilities, and a commitment to preparing students for both college and career pathways.

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, students, staff, and community members who actively contribute to the school's growth and improvement. The Eagle Club, Scott's parent booster organization, is a thriving group that supports both academics and athletics while also helping identify parent representatives to serve on the school's Site-Based Decision Making (SBDM) Council through parent elections. The SBDM Council is composed of three parents and four teachers, and its members collaborate to address challenges, seek solutions, and plan strategies for continuous school improvement.

Teachers and staff are engaged in collaborative subject-area teams where they regularly review diagnostic, formative, and summative assessment data. This process allows them to create targeted action plans, address academic deficits, and make real-time instructional adjustments to meet student needs. Students are also active participants in the improvement process through leadership groups and student council, which provide regular input and a platform to share concerns.

At the leadership level, administrators, the MTSS team, and department leads analyze common formative and district assessments to shape the school's improvement plan. This comprehensive plan addresses curriculum, staffing, and professional development needs, ensuring that instruction and supports remain responsive and aligned with student achievement goals.

School's Purpose

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

Reviewed/revised in 2022-2023, the mission of Scott High School is to inspire students to achieve at their highest potential. The vision is to cultivate an environment in which educators, staff, and community nurture students' feelings of self-worth through offering opportunity for accomplishments to all. We strive to help all students build pride in themselves and a sense of belonging within the school's academic and social communities.

Scott High School is committed to offering rigorous and engaging courses of study that reflect students' individual needs, interests, and abilities while preparing them to meet the demands of life beyond high school. Through challenging and relevant learning experiences, our staff provides the tools, motivation, and support students need to graduate ready for college, career, or the military.

Students at Scott have access to a variety of opportunities, including dual credit courses with local universities, leadership experiences through YSA, and the choice to participate in four Career and Technical Education (CTE) pathways. Scott High School is also proud to host the only JROTC program in the Kenton County School District, offering unique leadership and service experiences.

Our school culture is built on Positive Behavioral Interventions and Supports (PBIS), which emphasize respect, responsibility, and adherence to school-wide expectations. Ultimately, our purpose is to empower students to be confident, capable, and prepared for their future by ensuring they are transition ready and fully equipped for success in college, career, or beyond.

Notable Achievements

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

From the 2022-2023 to the 2024-2025 school year, student performance trends show both progress and volatility across key measures. Math KSA performance began at 35% P & D in 2022-2023, improving to 42% in 2023-2024 and reaching a high of 49% P & D in 2024-2025, marking the strongest performance in the trend and an overall gain of 14%.

2022-2023 KSA reading performance was 41% P & D, then jumped to 51% P & D in 2023-2024 before slightly decreasing to 46% in 2024-2025. Although we saw a slight dip from last year to this year, reading P & D remains strong compared to the COVID low point and is showing an overall positive trend.

ACT composite scores have remained relatively flat, ranging from 18.1 to 18.6 across the five-year span. The highest score, 18.6, occurred in 2022-2023, while 2024-2025 closed at 18.5. This stability suggests that while KSA scores have shown significant fluctuation and improvement, ACT performance has not shown the same fluctuations and have remained consistent in the 18 range.

Areas of Improvement

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

Scott High School has two main areas for improvement: math and reading proficiency for all students, math and reading proficiency for students with disabilities. While we are experiencing success and trending in the right direction, we are still not meeting our goals outlined in the CSIP. Over the past three years, math performance has shown a positive upward trend. Students scored 35% proficient/distinguished (P/D) in 2022-2023, 42% in 2023-2024, and 49% in 2024-2025. Despite this growth, we did not meet our CSIP goal of 53% P/D. In reading, students achieved 41% P/D in 2022-2023, increased to 51% in 2023-2024, but then declined to 46% in 2024-2025, falling short of the CSIP goal of 59% P/D.

Our students with disabilities are not improving at the same rate as our general population. For math and reading, SWDs demonstrated 9% proficient/distinguished (P/D) in 2022-2023, 17% in 2023-2024, and 15% in 2024-2025. While the overall trend reflects some positive growth, significant opportunities for improvement remain. Additionally, we did not meet our 2024-2025 CSIP goals for SWD performance, which were set at 36% P/D in math and 35% P/D in reading.

Scott High School will continue to focus on all students by ensuring classroom instruction meets the KCSD Cycle of Quality instruction model. Admin will conduct routine learning walks in classrooms and provide feedback geared towards the cycle of quality instruction. Collaboration classrooms will continue to implement effective co-teaching models and students will be provided 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. Furthermore, the district has adopted HQIRs for math and reading. To ensure teachers are utilizing the HQIRs with fidelity, fidelity learning walks will routinely take place by administration and district consultants.

The leadership team worked to modify the current master schedule to incorporate reading and math remediation for students. Scott has implemented 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 been modified to create more opportunities for credit recovery. This also adds to 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 pathways 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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09172025_16:12

2025-2026 Phase One: School Safety Report

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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase Two: The Needs Assessment for Schools_10072025_12:14

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

The Scott High School SBDM Council is composed of four teacher representatives—M. Brown, M. Hoff, E. Pawsat, and C. Stapleton—and three parent representatives—A. Jones, W. Bradley, and C. Prather. During regularly scheduled SBDM meetings, Principal Cody Wolf provides updates on progress within the Comprehensive School Improvement Plan (CSIP) process alongside other school matters (graduation rate, college entrance exams, behavior data, stakeholder surveys, etc.). School data is regularly reviewed to inform decision-making related to assessing the school's needs.

The administrative team, led by Principal Wolf and Assistant Principals Josh Couch and Kellie Ponchak, convened in September 2025 following the release of the 2025 Kentucky Summative Assessment (KSA) data. Additional relevant data—including graduation rates, college entrance exam results, behavior reports, and stakeholder survey feedback—was also analyzed. The initial focus was on academic performance at Scott High School, specifically the percentage of students scoring proficient or distinguished across all subjects. This analysis considered all students, as well as key subgroups such as students with disabilities, low-income students, and English Learners.

In that same meeting, the administrative team compared the 2024–2025 KSA results to those from the 2023–2024 school year, identifying trends such as increases, decreases, or stability in performance across academic areas and student demographics. To deepen their understanding, they triangulated this data by comparing KSA scores with district projections based on common assessments, noting where KSA outcomes were higher, lower, or consistent.

Subsequent meetings involved collaboration between the administrative team and school counselors to review post-secondary readiness and graduation rates. This discussion emphasized comparing 2024–2025 data with previous years to evaluate the effectiveness of implemented strategies and resources that have contributed to student success.

In September 2025, department heads were presented with the KSA data and asked to conduct similar analyses to identify areas of growth and those needing improvement. After sharing this data with the entire staff during the September staff meeting, department heads facilitated data discussions within their departments and Professional Learning Communities (PLCs), encouraging staff input and reflection. These analyses were then brought back to the October 2025 Department Head meeting for further review.

Once released by the state, the data—highlighting both strengths and challenges—will be shared with the SBDM Council. A detailed breakdown will be provided, maintaining a focus on prioritizing areas for improvement. With the needs assessment completed, the next phase involves collaboratively developing the CSIP with input from multiple stakeholders.

All meetings and related information were carefully documented through meeting agendas (including staff, administrative, department head, and SBDM meetings) and completed data analysis forms to ensure transparency and accountability throughout the process.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

Goal 1: Increase Results in Reading and Math

- Math Proficiency: Increased from 42% to 49% (+7 percentage points).
- Reading Proficiency: decreased from 51% to 46% (-5 percentage points).
- Successes: Effective instructional strategies and targeted interventions appear to have positively impacted student performance in math.
- Challenges: The decline in proficiency in reading indicates the need for reevaluation of teaching methods, support systems, and the master schedule.

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

- Science Proficiency: N/A
- Writing Proficiency: Increased from 42% to 54% (+12 percentage points).
- Social Studies Proficiency: Increased from 35% to 41%. (+6 percentage points).
- Successes: Effective instructional strategies and targeted interventions appear to have positively impacted student performance in these subjects.

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

- Math Proficiency for Students with Disabilities: Decreased from 17% to 15%.
- Reading Proficiency for Students with Disabilities: Increased from 17% to 15%.
- Challenges: While the targeted support and tailored interventions for students with disabilities have shown a positive improvement trend over the last four years, this slight decline indicates a need for re-evaluation or review of the teaching methods, support systems, and interventions for students with disabilities.

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

- ACCESS Proficiency: Increased from 50% to 86% making growth (+36 percentage points)
- Successes: Successful programs and support for English Learners have led to a marked improvement in proficiency.

Goal 5: School Climate & Safety - Decrease the Number of Students Disagreeing with "Bullying is Not a Problem"

- Overall Indicator Rating: Green - increased from 62.8 to 65.8 (+3 points)
- Successes: question indexed decreased from 51 to 48.9 (2.1 decrease)
- Future Focus: This indicates that our strengthened bullying initiatives and awareness programs are effectively addressing and reducing bullying concerns within the school.

Goal 6: Increase State Postsecondary Readiness Rate

- Postsecondary Readiness Current Status: decreased from 91.6 to 91.1 (-.5)

-
- Junior ACT Composite Score: Increased from 18.2 to 18.5 (+.3 points)
 - Successes: The increase in ACT scores and ability to maintain our “high” status level in postsecondary readiness demonstrates that the systems and structures at Scott High School, embedded within our MTSS framework, are effectively supporting students. Additionally, the ACT prep practices implemented across Tier 1 instruction and the ACT bootcamps held at Scott are proving to be impactful.

Goal 7: Increase School Graduation Rate

- Graduation Rate: Increased from 94.6% to 96.2% (+1.6 percentage points).
- 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: positive gains in math, social studies, and writing; significant increases in ACCESS proficiency for English Learners; and an improved graduation rate.

Positive Trends: Increases in graduation rates and transition readiness indicate strong support systems for students.

Challenges Identified: Declines in reading highlight an area needing immediate attention and restructuring.

Next Steps: Focus on enhancing teaching practices in reading (adjust master schedule if applicable) and sustaining successful interventions in reading.

In conclusion, although we saw positive growth in math, social studies, and writing, we did not fully achieve our CSIP goals for the 2024–2025 school year in these areas. It is encouraging to observe the school moving in a positive direction, which reflects the effectiveness of our current systems and structures. Maintaining consistency in implementation will be essential going forward. However, the decline in reading proficiency highlights the need to reevaluate our instructional strategies, support systems and interventions, and master schedule to better address student needs.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Reading proficiency remains a critical area for improvement, with a 5 percentage point decline from 51% to 46% proficient. This decline indicates a need to reevaluate instructional strategies, support systems, and the master schedule to better address student needs.

Students with disabilities show concerning trends, with math proficiency decreasing from 17% to 15% and reading proficiency holding steady but low at 15%. Despite previous gains over four years, these slight declines highlight the need for a thorough review of teaching methods and interventions for this group.

Postsecondary readiness shows a slight decline from 91.6% to 91.1%, indicating the need for continued focus on college and career preparation despite gains in ACT scores.

While school climate indicators related to bullying show positive progress (question index decreasing from 51 in 2023-2024 to 48.9 in 2024-2025), ongoing attention is necessary to maintain and further improve student perceptions of safety and well-being.

In summary, reading proficiency declines and achievement gaps for students with disabilities represent the most significant academic challenges. Addressing these through targeted instructional improvements, support system enhancements, and strategic scheduling adjustments will be essential to meet future goals.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Scott High School is experiencing notable successes reflected in KSA, academic data, graduation rate, and school climate and culture measures.

Academic Successes:

- Math proficiency increased from 42% to 49%, showing steady growth.
- Social Studies proficiency rose from 35% to 41%.
- Writing proficiency experienced a significant increase from 42% to 55%.
- Science proficiency stands at 27%, providing a baseline for future growth.
- Although reading proficiency declined from 51% to 46%, the overall trend shows positive gains in key subject areas.
- Graduation rate increased from 94.2 to 96.2
- Consistently meeting action plan goals of 70% benchmark or better on district common assessments.

School Climate and Culture Highlights:

- Student perception of a caring environment is strong, with 86% feeling their school is caring (up 4%), and 91% believe adults care about them (up 1%).
- Sense of belonging increased to 85%, a 4% gain.
- A welcoming atmosphere remains steady, with 86% feeling welcomed by teachers.
- Academic support remains high, with 94% able to ask teachers for help and 92% feeling teachers expect their best.
- Fairness and discipline perceptions improved notably: 70% now agree school rules are fair (up from 62%), and 60% agree consequences are applied equally (up from 52%).
- Safety perceptions also improved, with 90% feeling safe in class and 86% believing safety concerns are addressed quickly.
- Handling of bullying shows progress: fewer students see bullying as a problem (49%, down 2%), and 81% believe adults will act on bullying reports (up 5%).
- Inclusivity and respect show positive trends, with fewer students disagreeing that peers respect differences (41%, down from 54%), and 92% feel adults respect their differences.
- Internet bullying concerns decreased by 8%, now perceived by 46% of students.

-
- Overall, our school quality and climate survey index number grew from 62.8 to 65.8 (3 pt increase).

Next Steps: To continue this positive trajectory, Scott High School should maintain and leverage the effective systems and structures currently in place, including:

- Sustaining targeted instructional strategies and interventions that are driving gains in math, writing, and social studies.
- Intensifying focus on reading through curriculum adjustments, enhanced support systems, and master schedule optimization.
- Continuing to foster a caring and inclusive school climate by building on strong adult-student relationships and responsive discipline policies (utilizing behavior strike sheet with fidelity).
- Strengthening anti-bullying efforts that have reduced perceived bullying and increased student confidence in adult intervention (core project and PBIS)
- Using student feedback from impact surveys to guide ongoing improvements in academic support, fairness, safety, and inclusivity.

By maintaining consistency in these effective practices and addressing areas needing refinement, Scott High School is well positioned to sustain and accelerate positive academic and cultural outcomes.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

The current climate and culture at Scott High School are demonstrated by encouraging progress across multiple areas, including academic performance on KSA assessments, college readiness exams, school assessments, graduation rates, and positive feedback from school climate surveys. Additionally, the school has experienced a substantial reduction in student behavioral incidents. While there is

still work to be done to reach our ultimate goals, these trends reflect a strong and consistent movement in the right direction.

Behavior Data:

Referral incidents have declined significantly over the past three years, with total referrals decreasing from 2,242 in 2023 to 1,036 in 2024. Early data for 2025 continues this positive trend, showing approximately a 30% reduction in referrals during August and September compared to the same period in previous years. This significant decrease reflects improved student behavior and the successful implementation of more effective behavior management strategies. As a result, classroom environments are becoming increasingly conducive to learning and student success.

School Climate and Culture:

According to the 2024-2025 Impact Survey, 86% of students perceive the school as a caring environment, with 91% feeling that adults care about them. The sense of belonging has increased by 4% to 85%, and 86% of students feel welcomed by teachers. Safety perceptions are strong, with 90% feeling safe in class and 86% believing safety concerns are addressed promptly.

Improvements in fairness and discipline are also notable: 70% of students agree that school rules are fair (up from 62% in 2023-2024), and 60% agree consequences are applied equally (up from 52%). Bullying is perceived as less of a problem, with 49% seeing it as an issue (a 2% decrease), and 81% believe adults will intervene when bullying is reported, showing a 5% increase.

Summary:

The sharp decline in referrals combined with positive student perceptions of care, safety, fairness, and belonging indicates that Scott High School is fostering a more supportive and respectful school culture. Continued focus on these strengths, alongside targeted interventions to maintain behavioral improvements, will support a positive climate conducive to student success.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Scott High School's strengths based on current data include:

- Math proficiency increased from 42% to 49% (+7 percentage points).
- Writing proficiency rose significantly from 42% to 55% (+13 percentage points).

- Social Studies proficiency improved from 35% to 41% (+6 percentage points).
- ACCESS proficiency for English Learners increased dramatically from 50% to 86% (+36 percentage points).
- Graduation rate increased from 94.6% to 96.2% (+1.6 percentage points).
- Student perception of a caring environment rose to 86% (4% increase), with 91% feeling adults care about them (1% increase).
- Sense of belonging increased to 85% (4% increase).
- Fairness in school rules improved, with 70% agreeing rules are fair (up from 62%) and 60% agreeing consequences are applied equally (up from 52%).
- Safety perceptions are strong, with 90% feeling safe in class (2% increase) and 86% believing safety concerns are addressed quickly (3% increase).
- Bullying is perceived less as a problem, with 49% seeing it as an issue (2% decrease), and 81% believe adults will act on bullying reports (5% increase).

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Here's how Scott High School can leverage its strengths and community assets to address the identified areas for improvement:

- We will collaborate with local colleges and universities to provide professional development, including advanced training in reading instruction aligned with Kentucky Reading Academies, to equip teachers with research-based strategies targeting reading proficiency declines.
- We will partner with community organizations and businesses to expand mentoring and tutoring programs, providing targeted academic support especially for students with disabilities and those struggling in reading and math.
- We will engage industry partners to develop real-world learning experiences and career readiness programs that reinforce academic skills and postsecondary readiness, building on our positive trending academic successes.
- We will coordinate with local health and social service agencies to enhance school-wide behavioral supports and safety initiatives, reinforcing the positive school climate improvements and bullying prevention efforts.

- We will leverage community resources to expand family engagement and support programs, fostering inclusive environments that value diversity and respect, further improving student sense of belonging and inclusivity.
- We will continue to utilize the MTSS framework and data systems to monitor student progress and guide interventions, incorporating insights from community partners to tailor supports effectively.

By intentionally aligning district efforts with these community assets and partnerships, we will strengthen instructional practices, support systems, and school culture to accelerate improvements in reading proficiency, equity for students with disabilities, and overall student success.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

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

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Lesson plan submission, implement curriculum maps, PPR walk feedback, work in ILTs.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Consistent data analysis ILTs, PPR Walk Feedback, Professional Learning Opportunities, Common Planning, Horizontal alignment with teachers from other schools in district.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Consistent Data analysis in ILTs, PPR Walk Feedback, Professional Learning Opportunities, Common Planning, Horizontal alignment with teachers from other schools in district.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

ILTs, PPR Walk Feedback, Professional Learning Opportunities, Common Planning, Horizontal alignment with teachers from other schools in district.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

PBIS initiatives, implement school wide behavior strike sheet with fidelity, implement HQIR with fidelity.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10072025_12:13

2025-2026 Phase Two: School Assurances

Scott High School
Cody Wolf
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Programs

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_11072025_08:33

2025-2026 Phase Three: Comprehensive School Improvement Plan

Scott High School
Cody Wolf
5400 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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



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

ATTACHMENTS

Attachment Name

 2025-2026 SHS CSIP (Phase III)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-2026 SHS CSIP		•
 2025-2026 SHS CSIP (Phase III)		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

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

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

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

Objective(s):

Objective 1: Scott High School will increase overall proficiency for students with disabilities in reading from 11% in 2025 to 17% in 2026 as measured by the KSA.

Objective 2: Scott High School will increase overall proficiency for students with disabilities in mathematics from 15% in 2025 to 21% in 2026 as measured by the KSA.

Strategy:

Objective 1 & 2:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, analyze, and apply data

Activities:

Objective 1:

- Lesson planning documents and expectations clearly defined for teachers. Special education collaborators will be expected to coordinate with core teaching staff to provide effective instruction for special education students.
- Special education teachers providing SDI in resource settings will plan effective lessons to accelerate students access to and proficiency with the grade-level curriculum.
- Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments.
- Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluation instruction and assessment progress. Gap student progress will be monitored, and reteaching provided to improve outcomes.

- Use formative and summative evidence to inform what comes next for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Dept. head walks with district consultants will be utilized to align instruction/assessment.
- 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
- Professional development will be provided to SPED teachers focused around implementation of HQIR (StudySync) and effective co teaching strategies.
- Professional development will be provided for all teachers targeting co teaching strategies to improve instruction for students with disabilities.

Objective 2:

- Lesson planning documents and expectations shared with teachers weekly and during month SPED meetings. Special education collaborators will be expected to coordinate with core teaching staff to provide effective instruction for special education students.
- Special education teachers providing SDI in resource settings will plan effective lessons to accelerate students' access to and proficiency with the grade-level curriculum.
- Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments.
- Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and student assessment progress. Gap student progress will be monitored, and reteaching provided to improve outcomes.
- Use formative and summative evidence to inform what comes next for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Dept. head walks with district consultants will be utilized to align instruction/assessment.
- 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.
- Professional development will be provided to SPED teachers focused around implementation of HQIR (Desmos) and effective co teaching strategies.
- Professional development will be provided for all teachers targeting co teaching strategies to improve instruction for students with disabilities.

Progress Monitoring:

Objective 1:

- 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.
- % of students making progress on their IEP goals analyzed weekly by Special Education Teachers and Administration.
- % of students making progress on their IEP goals analyzed monthly by Special Education Teachers and Administration.

Objective 2:

- 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.
- % of students making progress on their IEP goals analyzed weekly by Special Education Teachers and Administration.
- % of students making progress on their IEP goals analyzed monthly by Special Education Teachers and Administration.

Funding:

\$2,500

State Assessment Results in Reading and Mathematics

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

Three- to Five-Year Goal:

Scott High School will increase overall proficiency for all students in reading from 45% in 2025 to 72.5% in 2030, as measured by the school report card proficiency data. Scott High School will increase overall proficiency for all students in mathematics from 48% in 2025 to 74% in 2030, as measured by the school report card proficiency data.

Objective(s):

Objective 1:

Scott High School will increase its overall proficiency for all students in reading from 45% in 2025 to 50.5% in 2026, as measured by KSA.

Objective 2:

Scott High School will increase its overall proficiency for all students in mathematics from 48% in 2025 to 53.2% in 2026, measured by KSA.

Strategy:

Objective 1 & 2:

KCWP 2: Design and Deliver Instruction

Activities:

Objective 1 (reading):

- Lesson planning documents and expectations will be shared with teachers to ensure lessons are aligned with curriculum maps with strong standards-based tasks embedded. Teachers are provided with a lesson plan template focused on the cycle of quality instruction. Teachers are required to utilize the template for lesson internalization plans.
- Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments.
- Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and student assessment progress.
- Use formative and summative evidence to inform and guide instruction and next steps for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Teachers utilize a school-level CFA/CA data dashboard to analyze student data to guide instruction/next steps during ILTs.

- Content-specific reading passages will be incorporated into instruction across all departments, with comprehension-related tasks applied.
- Dept. head walks with district consultants will be utilized to align instruction/assessment.
- Intervene, using IXL, for readers not performing at grade level.

Objective 2 (math):

- Lesson planning documents and expectations will be shared with teachers to ensure lessons are aligned with curriculum maps with strong standards-based tasks embedded. Teachers are provided with a lesson plan template focused on the cycle of quality instruction. Teachers are required to utilize the template for lesson internalization plans.
- Teachers and administrators will evaluate and maintain alignment between curriculum, instruction and assessments.
- Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and student assessment progress.
- Use formative and summative evidence to inform and guide next steps for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Teachers utilize a school-level CFA/CA data dashboard to analyze student data to guide instruction/next steps during ILTs.
- Dept. head walks with district consultants will be utilized to align instruction/assessment.
- Intervene, using Math IXL, for students demonstrating math deficits.

Progress Monitoring:

Objective 1 & 2:

- Teachers & Administrators will analyze data on district and school-level common assessments during ILTs. Reflected & tracked on ILT meeting agendas and reviewed by admin during weekly admin meetings.
- Planning will be monitored for effectiveness, proper sequencing and CIA alignment.
- Through MTSS and performance matters, monitor reading progress of interventions.
- 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 2026, learning walk data will indicate 70% or better reporting of teachers in their content area getting a “reinforce” on all four elements of the cycle of quality instruction.

Funding:

Objective 1 & 2:

2,500 for subs

\$5,000 from SBDM

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

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

Three- to Five-Year Goal:

Scott High School will increase overall proficiency for all students in Science from 26% in 2025 to 63% in 2030, as measured by the school report card proficiency data. Scott High School will increase overall proficiency for all students in Social Studies from 41% in 2025 to 70.5% in 2030, as measured by the school report card proficiency data. Scott High School will increase overall proficiency for all students in Writing from 54% in 2025 to 77% in 2030, as measured by the school report card proficiency data.

Objective(s):

Objective 1:

Scott High School will increase its overall proficiency for all students in Science from 26% in 2025 to 33.4% in 2026, as measured by KSA.

Objective 2:

Scott High School will increase its overall proficiency for all students in Social Studies from 41% in 2025 to 46.9% in 2026, measured by KSA.

Objective 3:

Scott High School will increase its overall proficiency for all students in Writing from 54% in 2025 to 58.6% in 2026, measured by KSA.

Strategy:

Objective 1, 2, & 3:

KCWP 2: Design and Deliver Instruction

Activities:

Objective 1, 2, & 3:

- Lesson planning documents and expectations clearly defined for teachers.
- Teachers and administrators will evaluate and maintain alignment between curriculum, instruction, and assessments.
- Department PLCs will meet monthly, and ILTs will meet at least every two weeks, at a minimum, to evaluate instruction and student assessment progress.
- Use formative and summative evidence to inform and guide instruction and next steps for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Dept. head walks with district consultants will be utilized to align instruction/assessment.

Progress Monitoring:

Objective 1, 2, & 3:

- Teachers & Administrators will analyze data on district and school-level common assessments during ILTs. Reflected & tracked on ILT meeting agendas and reviewed by admin during weekly admin meetings.
- Planning will be monitored for effectiveness, proper sequencing and CIA alignment.
- 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 2026, learning walk data will indicate 70% or better reporting of teachers in their content area getting a “reinforce” on all four elements of the cycle of quality instruction.

Funding:

None

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Scott High School will increase the Quality of School Climate and Safety overall indicator rate from 68.8 in 2025 to 84.4 in 2030.

Objective(s):

Objective 1:

Scott High School will increase the Quality of School Climate and Safety overall indicator rate from 68.8 in 2025 to 71.92 in 2026, as measured by the QSCS survey.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

Activities:

- All homeroom/intervention (FLY) teachers will make meaningful connections with their students, with the intent of developing into a trusted adult (adult advocacy).
- Youth Service Center (YSC) and Counselors identify appropriate SEL curriculum for teachers to utilize (Core Project) and lead the lesson planning.
- Tier-one SEL lessons on bullying, harassment, and respectful treatment of others — including guidance on what to do if you experience harassment within our building — will be delivered to all students during homeroom (FLY Time).
- Communication to parents/guardians/students to educate them on bullying/harassment/respect 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.
- PBIS team (YSC, Admin, Teachers, Parents (Eagle Club)) creating opportunities for students (& stakeholders) to participate in schoolwide initiatives and activities (Spirit Weeks, Eagle Store, Staff vs Students activities during assemblies, Staff pot-lucks, Tailgates for Athletic events, core project activities, student leadership committee, etc.).
- Increase awareness and remain consistent with the KCSD Student code of conduct and the Scott High School Discipline Matrix consequences for students harassing, bullying, or being disrespectful to others.
- YSC organizes school-wide assemblies focused on inclusion and respectful treatment of others.

Progress Monitoring:

- 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.
- A student interim survey generated to measure progress.
- Monitoring the data from year to year to ensure growth is occurring.
- Reduction in bullying, harassment, & disrespectful behavior referrals.
- Reduction in low-level, classroom behaviors (Scott High School Behavior Strike Sheet).

Funding:

\$5,000 from SBDM

Priority Indicator #3: Postsecondary Readiness

Three- to Five-Year Goal:

Scott High School will increase the postsecondary readiness overall indicator score from 90.6 in 2025, to 95.3 in 2030.

Objective(s):

Objective 1:

Scott High School will increase the postsecondary readiness overall indicator score from 90.6 in 2025 to 91.54 in 2026, as measured by the postsecondary readiness overall indicator score.

Strategy:

KCWP 5: Design, Align, and Deliver Support

Activities:

- Utilize established MTSS processes/procedures to provide students with individualized support in the areas of on-track to graduate, career, &/or college ready.
- Utilize PSAT (10th) and SAT (11th) data to name and claim the students. Identified students (Not Approaching, Approaching, Meeting/Exceeding) will be placed in interventions determined by the SHS College Readiness Plan.
- Integrating SAT practice strategies and materials into Tier 1 instruction through the introduction of bell ringers, question stems, practice tests, and other resources.
- 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.
- Master schedule provides opportunities for students to take dual credit and AP courses.
- Master Schedule adjustments to reflect more CTE pathway course opportunities for students that include industry certifications or end of program assessments.
- CCR classes to support college readiness.
- Will develop a school level transition readiness dashboard to monitor student progress and ensure students are on track to graduate and transition ready.

Progress Monitoring:

- 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.
- Increase industry certifications and end of program assessments in CTE pathway courses.
- Teachers & Administrators will analyze data at midterms and end of trimester grading periods to measure progress.

Funding:

\$2,500 from CTE

Priority Indicator #4: Graduation Rate

Three- to Five-Year Goal:

By 2030, Scott High School will increase the graduation rate from 96.2% in 2025 to 98.1% as measured by the state 4 year adjusted cohort graduation rate.

Objective(s):

Objective 1:

Scott High School will increase the overall graduation rate of 96.2% in 2025 to 96.58% in 2026.

Strategy:

KCWP 5: Design, Align and Deliver Supports

Activities:

- Utilized the Scott High School SBDM credit recovery policy to accelerate the acquisition of credits by students who are off track.
- Utilize the incentive program implemented within SWS (credit recovery) to acknowledge recovered credits by students.
- Counselors will monitor progress of off-track students and conduct monthly meetings with students and parents/guardians as needed to facilitate progress.
- Will develop a school level transition readiness dashboard to monitor student progress and ensure students are on track to graduate and transition ready.

Progress Monitoring:

- Teachers & Administrators will examine data at midterms and end of trimester grading periods to monitor student progress.
- Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.
- SPED 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 the data.
- Implement the Scott High School SBDM policy giving students access to accelerated credit recovery.
- Continue reducing the number of students off track to graduate through consistently implementing the established MTSS systems and procedures.
- Students will be tracked on MTSS sheets to monitor progress.

Funding:

None