KDE Comprehensive School

Improvement Plan

Scott High School

Kenton County

Brennon Sapp, Principal
5400 Old Taylor Mill Rd
Taylor Mill, KY 41015

TABLE OF CONTENTS

The Missing Piece

Improvement Plan Stakeholder Involvement

KDE Assurances - School

Compliance and Accountability - High Schools

School Safety Report

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Scott High School is a school of 969 students, located in the Kenton County School District. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. The school's staff includes several veteran teachers as well as several teachers early in their educational career. The staff also includes two National Board Certified teachers.

For the past several years, Scott High School has experienced a student enrollment that has declined due in part to poor community access resulting in a lack of housing and business development in the area. However currently, there is a significant amount of development in progress in the area that is scheduled for completion in the fall of 2014. Highway 16, a main thoroughfare through our community, has begun a multi-million dollar project which will transform the road from a two lane winding back road to a state of the art four lane highway. The rerouting of this new and improved road will also offer drivers an unobstructed view of Scott High School.

The new view of Scott High School from the new highway is fortuitous, as Scott High School is currently just finishing the planning of the fourth phase of a multi-million dollar renovation which will result in a new state of the art high school. Phase one, completed in 2013, featured a welcoming entrance with a double door safety entrance, improved office suite, and a sport complex which has been rated as a top facility in the state. Phase two of construction has been completed and we welcomed 28 smart classrooms, including an arts center, in the new wing. Phase three, scheduled for completion in the Spring of 2016, will result in a modern library, eco-friendly kitchen/cafeteria, and college level science rooms. The final Phase of construction, currently scheduled for completion in the fall of 2017 is to complete renovation of the entire facility and result in a second auditorium, counseling center and practice gym, as well as a high performance band, chorus, and drama centers.

Being a very close knit community, once families move into the area they are very satisfied and remain residents of Taylor Mill. With the current and planned improvements to the road and our school, we are excited to watch our school and community grow.

School's Purpose

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

Our mission at Scott High School is to inspire students to achieve at their highest potential.

Our vision at Scott High School is an environment in which educators, staff, and community nurture students' feelings of self worth through offering opportunity for accomplishment to all. Providing a means for all students to develop a pride in self and a strong affiliation to the various social and academic groups within the school. An environment in which students are encouraged to pursue courses of study which appeal to their specific needs and abilities. Scott High School will provide such courses and opportunities in a manner which are challenging, informative, interesting, and relative to life's demands. Staff will provide a support structure to the educators and students which will ensure each has the right tools, motivation, and skills to effectively achieve success. Proficiency in basic communication, math skills, science, social studies, arts and humanities, as well as, social skills and problem-solving is the goal of Scott High School. The community will be more actively involved in the educational process of our youth.

Finally, Scott High is a place where……

-Students have an opportunity to express preferences
-Students are encouraged to succeed
-Students are challenged in academic classes
-Students have an opportunity to compete
-Students experience appropriate social interaction

1. Student Achievement
2. Research based practices, including those outlined in Kentucky's Standards and Indicators for School Improvement.
3. Community-wide participation in understanding and meeting school challenges.
4. Positive relationships that support effective teamwork and positive behavior supports.

Notable Achievements and Areas of Improvement

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

Scott High School is a school with great students who do amazing things with the help and support of our teachers, parents, and the community. The following are examples of some of the recent Notable Achievements of which are most proud.

Faculty and staff are working very hard to utilize MAP scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. In addition, we are also using those scores to identify areas for improvement in order to increase PLAN and ACT scores, which play a role in each student's College and Career Readiness.

Scott currently showcases two separate P-21 initiatives, Senior Projects and Renaissance Academy. Senior Project is an internship type program which allow students to research, practice, and participate in an academic area of interest with the aid of a teacher and professional mentor. Renaissance Academy is a right brain thinking academy which teaches students their core content classes in a project based environment in order to accelerate and enrich their learning.

"Scott Cares," our Positive Behavioral Support Program, is also lending a hand in the academic success of all students as we continue to recognize students when demonstrating positive behavior. Through this program, students are recognized with Eagle Cash when they exhibit extraordinary growth or performance in essential positive behaviors.

Scott is also proud to recognize two Governor's Scholars who will take part in the state's recognized program for high achieving students. We are also pleased to announce that we have two National Meriti Semi-finalist among our student body.

Scott has many strong teachers and staff which include two National Board certified teachers, ten teachers who are involved directly with the Gates sponsored Learning by Design and Math Design Collaborative. For the past two years, Scott has had a Kentucky World Language Teacher of the Year. Scott's principal is a member of the national Gates Principal Advisory Committee.

Scott has been a member of Greater Cincinnati Cappies for nine years. During that time we've been nominated many times in several categories, and was awarded 9 critics along with being in the top 5 of critic teams in the Northern Ky/Greater Cincinnati area. We also received best supporting actress and best critique this past year. These students demonstrate skills in analysis writing, development of the ability to question, discuss, and form opinions on theatre with peers from other schools.

Scott continues to have a strong music program. In 2014, Concert and Symphonic bands received proficient and distinguished ratings at the Northern Kentucky Concert Band Festival. They also performed in New York City. Scott's Symphonic Band and Concert Band had five students selected to Northern Kentucky Select Band and one selected to Kentucky All State Band.

Scott is proud of our many student athletes. Varsity Baseball had another strong season while making it to the state tournament in Lexington.They were the 10th Region Champs (2nd in school history, 1988), 37th District Champs, 25-15 record. We also had the 10th Region Player of the year. We had 3 players named to all region team and 3 players name to all district team along with the 10th region Coach of the Year. Scott High School Volleyball team won the 37th district tournament and were the 10th region champs. The also made it to the state semi-finals in 2014. Team Academic Award (our team GPA has been about a 3.8/3.9 for the last 3 years). Our girls' basketball

team were district runner's up and regional runner-ups in 2014. Boy's basketball has won the District tournament, five out of the last seven years. In 2014 the Boy's team made it to the Regional Final's for only the third time in school history. In the fall of 2014, Scott High School's football team completed a 7-3 season, which is the best record in the history of the school.

Additional Information

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

Athletic Programs
Fall:
Cross Country (Boys & Girls)
Golf (Boys & Girls)
Football (Boys)
Soccer (Boys & Girls)
Volleyball (Girls)
Cheerleading (Girls)
Dance Team (Girls)

Winter:
Archery (Boys & Girls)
Basketball (Boys & Girls)
Bowling (Boys & Girls)
Swimming & Diving (Boys & Girls)
Wrestling (Boys)

Spring:
Baseball (Boys)
Fast-Pitch Softball (Girls)
Tennis (Boys & Girls)
Track (Boys & Girls)

+Scott High School - Clubs and Activities 2013-14
Academic Team
Cappies
Culinary Arts
Dance Team
Drama Club/Auditorium schedule
Environmental Club
E-Wise
FCCLA
Forensic Club
French Club
French National Honor Society
Freshmen Student Council
German Club

German National Honor Society

Gifted/Talented

Hanner's Heroes

History Club

Junior Statesmen of America

Junior Student Council

Key Club

Mock Trial Club

National Art Honor Society

National Honor Society

Philosophy Club

Poetry Club

Science Olympiad

Senior Student Council

Sophomore Student Council

Spanish Club

Spanish National Honor Society

STLP

Student Council

Teen Leadership Club

Goals and Plans 2014-2015

Overview

Plan Name

Goals and Plans 2014-2015

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Student Achievement	Objectives: 3 Strategies: 5 Activities: 8	Organizational	$0
2	Freshman Graduation Rate	Objectives: 1 Strategies: 5 Activities: 10	Organizational	$82100
3	Arts and Humanities Program	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$25000
4	Practical Living and Vocational Studies Programs	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$7000
5	Tell Survey Goal	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
6	Writing Program	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
7	College and Career Readiness	Objectives: 1 Strategies: 4 Activities: 12	Organizational	$46000
8	GAP Goal	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
9	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
10	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Student Achievement

Measurable Objective 1:

collaborate to increase the combined percentage of reading and math proficiency for all students from 46.7% in 2014 to 54.2% by 10/01/2015 as measured by EOC assessments in Math and Reading.

Strategy 1:

Utilizing ACT Practice Tests - Students will take practice ACT tests in order to identify skills which need to be targeted.

Category: Continuous Improvement

Activity - ACT Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads and teachers.

Strategy 2:

Utilizing MAP Data - Teachers will use MAP data to motivate and differentiate instruction within the classroom.

Category: Continuous Improvement

Activity - Goal Setting and Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	School testing coordinator, department heads, and teachers.

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	School testing coordinator.

Strategy 3:

Springboard Program Best Practices - Math teachers will collaborate throughout the year with all schools in the district and district level consultant to implement KCAS

strategies and align curriculum.

Category: Continuous Improvement

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department head.

Measurable Objective 2:

collaborate to increase the percentage of proficiency for students in reading from to 61.2% in 2014 to 63.1% by 10/01/2015 as measured by EOC in English II.

Strategy 1:

Response to Intervention Classes-Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their sophomore year.

Upcoming juniors, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their junior year.

Category: Continuous Improvement

Research Cited: The amount of time a student spends studying/working on a specific skill is correlated with the level of performance the student exhibits.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, counselors, SBDM, and principal

Activity - Curriculum Development and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department Heads

Measurable Objective 3:

collaborate to increase the percentage of proficiency for students in math from 32.1% in 2014 to 51.4% by 10/01/2015 as measured by as measured by EOC in Algebra II.

Strategy 1:

Response to Intervention Classes-Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year.

Upcoming juniors or seniors, who are predicted to be performing below proficient in math according to each student's MAP assessment or ACT, will be placed in an

additional 12 weeks (72 hours) of math instruction while taking Algebra II.

Category: Continuous Improvement

Research Cited: Additional time in a class is associated with the performance of a student in the specific area.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, counselors, SBDM, and principal

Activity - Curriculum Development and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Dept heads

Goal 2: Freshman Graduation Rate

Measurable Objective 1:

collaborate to increase Freshman Graduation Rate from 91.7% in 2014 to 92.5% by 09/01/2015 as measured by five year Freshman Graduation Rate.

Strategy 1:

Scott Cares - Teachers and staff will work together to mentor and monitor at risk students. Teachers will meet with identified students to monitor grades, attendance, and behavior. These adults will also serve as advocates for the student while at school and assist with the challenges teenagers face today.

Category: Persistance to Graduation

Research Cited: PBIS and Check & Connect provided by the University of Minnesota.

Activity - FLY Advisor/Advisee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisor/Advisee period to meet with students regularly with the primary function of building a strong, positive, trusting relationship between students and adults in the building. Advisor will be responsible for checking students' grades and attendance weekly. Advisory groups will also focus on character/morality, college and career readiness, daily living skills, life skills, and financial planning.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Assistant Principal and FRYSC.

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Inclusion program for students with behavior disorders that focuses on a positive approach to student success. This program includes three days of PASS training for administrators and SPED teachers in charge of the program. All teachers will receive training and coaching throughout the year on the implementation and evaluation of this program.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	PASS coordinator and assistant principal.

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As freshman, students will assemble in order to discuss with their principal the importance of graduating. This assembly will end with each student with a formal commitment to graduate in four years College and Career Ready. Students will sign a pledge card with their FLY advisor as well as sign a banner to be hung in the school.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Principal, Freshman Counselor, and FRYSC

(shared) Strategy 2:

Response to Behavior - When a student displays an instance of exceptional behavior, teachers will acknowledge and reward the student with the school wide established reward system (Eagle Cash). Also, the school's "Student Voice/PBIS" committee will be reviewing monthly behavior reports generated by Infinite Campus to create the Scott Cares lessons that will be taught to all students by all teachers to address the most often seen behavioral concerns throughout the school. When students display disruptive and/or non-empathetic behavior, adults will respond politely, professionally, and privately each and every time.

Category: Continuous Improvement

Research Cited: PBIS

Activity - Teacher Training and PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on and exposure to interactions with different types of student behavior. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.	Behavioral Support Program	08/13/2014	05/30/2015	$2000	School Council Funds	Principal

Activity - FLY Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided lesson plans created from the FLY Coordinator and administration to teach all students appropriate behavioral expectations during class and weekly during advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

(shared) Strategy 3:

School within a School - Students who fail classes and/or do not function well within a traditional classroom will be analyzed individually and experience specific interventions tailored to each student's specific needs.

Category: Persistance to Graduation

Activity - SWS/Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/13/2014	05/30/2015	$50100	General Fund, School Council Funds	SWS teacher and principals.

(shared) Strategy 4:

Alternative Placement Programs - Students will be provided the option of attending innovative school programs on and off campus.

Category: Persistance to Graduation

Activity - Kenton County Academies of Innovation and Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose from one of 7 academies from which they will experience career specific/integrated instruction. Media Arts; Informatics; Pre-engineering; Biomedical; High Performance Production Technology; Sustainable Energy Technology Engineering Academy; Military Prep Academy.	Academic Support Program	08/13/2014	05/30/2015	$30000	District Funding	Director of Academies

Activity - Renaissance Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to take core classes within an academy which bases instruction around "whole brain" teaching and learning.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Renaissance Academy teachers and Principal.

(shared) Strategy 5:

Dual Credit Courses - Students will have the option to enroll in dual credit courses with colleges, universities and other accredited institutions.

Category: Continuous Improvement

Activity - Dual Credit Courses at Scott	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to take college level dual credit courses at Scott High School taught by adjunct and/or visiting professors.	Academic Support Program	08/13/2014	05/30/2015	$0	Other	Qualified teachers Counselors

Activity - Off-site Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to enroll in dual credit courses at local colleges, universities, and other accredited institutions.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Counselors

Goal 3: Arts and Humanities Program

Measurable Objective 1:

collaborate to improve performance on the Arts and Humanities program review from an overall score of 10.1 (proficienct) in May 2014 to 11.0 by 05/30/2015 as measured by Arts and Humanities Program Review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality arts and humanities assignments in the

classroom.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing arts and humanity experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to arts and humanities.	Academic Support Program	08/13/2014	05/30/2015	$20000	School Council Funds	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A/H Program Review Director, specialty teacher, principal, and district consultant will meet two to three times throughout the year to discuss, develop, and implement arts and humanity experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000	District Funding	Principal, A/H Program review director, specialty teachers, and district consultant.

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document learning experiances which are available to our students. A/H Program Review Director and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0	No Funding Required	Principal and A/H Program Review Director.

Activity - Curriculum Update and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Arts and Humanities course will be analyzed and mapped to newly created national standards in preparation for implementation of Arts Pathways. All A/H lessons will include regular manipulations of related text as well as regularly requiring students to create, perform/present/produce, respond, and communicate as an artist.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Principal and A/H teachers.

Goal 4: Practical Living and Vocational Studies Programs

Measurable Objective 1:

collaborate to improve student performance in Practical Living and Vocational Studies from an overall score of 7.7 (Needs Improvement) in May 2014 to 8.0 (proficient) by 05/30/2015 as measured by the Practical Living and Vocational Studies Program Review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and providing high quality experiences to students in Practical Living and Vocational Studies.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing PL/CS experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to Practical Living and Career Studies.	Professional Learning	08/13/2014	05/30/2015	$2000	District Funding	PLCS program review coordinator, principal, PLCS specialty teachers, and district consultant.

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document learning experiences which are available to our students. PLCS Program Review Coordinator and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0	No Funding Required	PLCS review coordinator and principals.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PLCS Program Review Director, specialty teachers, principal, and professionals will meet two to three times throughout the year to discuss, develop, and implement PLCS experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000	District Funding	Principal, PLCS Program review director, and specialty teachers.

Strategy 2:

Advisor/Advisee Program - Students will continue to be organized into grade specific groups and assigned a teacher. Each advisory group will meet at least once a week. All advisers will individually meet with each student in their group twice a trimester to go over grades and attendance and see if the student has any needs they can assist with. Each adviser will complete the final check for student's ILPs. Each grade level has a separate, meaningful curriculum, that is appropriate and relevant for students. The focus of our freshman curriculum is on Character and Morality. The sophomore curriculum focuses on an extension of Character and Morality along with School Success skills. Junior curriculum emphasizes College and Career Readiness. The Senior curriculum focuses on Daily Living and Life Skills. All advisers integrate team building, leadership, and group support activities as well as other meaningful topics.

Category: Continuous Improvement

Research Cited: •Covey, Sean. (1998). 7 Habits of Highly Effective Teens

•Foster, Chad. (2009). Teenagers Preparing For the Real World

•Kentucky Department of Education Advising Toolkit

Activity - FLY Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers, administrators and counselors will continue to adjust and improve a comprehensive, detailed curriculum for use within the FLY period by teachers and students.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Assistant Principal, FRYSC, Counselors, FLY coordinators

Activity - Advisor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLY committee will provide lesson plans, materials and training to all advisors for use with all students during the advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Fly committee and FRYSC

Goal 5: Tell Survey Goal

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree within each component of school leadership by 5% through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/31/2015 as measured by the Leadership Components with in the Kentucky Tell Teacher Survey.

Strategy 1:

Teacher Training and PLC - Teachers will receive training on and exposure to interactions with at-risk students. These trainings will include activities at faculty

meetings, monthly PLC's, and specially designed experiences throughout the year.

Category: Professional Learning & Support

Research Cited: PBIS

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/11/2014	05/30/2015	$0	No Funding Required	Principal

Strategy 2:

School Wide PBIS - Implementation of the established strategy/philosophy of discipline will be regularly reviewed and improved in the school. This approach to

discipline will draw from KYCID and Love and Logic. It will be taught, practiced, and adjusted regularly with staff and students.

Category: Professional Learning & Support

Activity - Opening Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will experience introduction, practice, and discussion on PBIS and its implementation at Scott High School	Behavioral Support Program	08/11/2014	05/30/2015	$0	No Funding Required	Principal

Activity - Principal-Teacher Interactions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Principals

Activity - Student Voice Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers and students will meet monthly to review and discuss PBIS/discipline related data. This committee will report regularly to the principal and SBDM as well as make recommendations.	Behavioral Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Assistant Principal

Activity - Scott Universal Instructional Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers and administration will collaborate to adjust, define, and implement common instructional and behavioral goals to be used by all teachers. | Academic Support Program | 08/13/2014 | 05/30/2015 | $0 | No Funding Required | Principal |

Goal 6: Writing Program

Measurable Objective 1:

collaborate to improve the quality of student writing from an overall score of 8.0 (proficient) in May 2013 to 9.0 by 05/30/2015 as measured by writing program review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality writing and writing assignments in the classroom.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/13/2014	05/30/2015	$0	No Funding Required	Writing Cluster Leader

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing cluster leader, district consultants, and teachers throughout the district will meet two to three times throughout the year to discuss, develop, and review writing assignments.	Professional Learning	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, lead teachers, and district consultants.

Activity - Writing Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document writing assignments which are being utilized in their classes. Writing Cluster leader and principals will regularly review and provide feedback to teachers on these assignments.	Professional Learning	08/13/2014	05/30/2015	$0	No Funding Required	Writing Cluster Leader and Principal

Strategy 2:

Literacy by Design Collaborative-Best Practices - English, Social Studies, and Science teachers will collaborate throughout the year with peers and district level consultants to implement modules and KCAS instructional strategies.

Category: Professional Learning & Support

Research Cited: CCSSO

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, lead teachers, and district consultants.

Goal 7: College and Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of seniors who achieve College and Career Readiness from 61.5% in 2014 to 71% by 07/31/2015 as measured by the College and Career Readiness calculation on the School Report Card.

Strategy 1:

ELA and Math KYOTE - Teachers will receive training in all aspects of the ELA and Math KYOTE. Individuals and small groups of students who have not reached CCR status will receive targeted instruction to increase their skill level. Students will be encouraged and allowed to take the ELA & KYOTE assessments during their senior year.

Category: Continuous Improvement

Research Cited: KYOTE

Activity - Senior ELA Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior English classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Counselor, Department heads.

Activity - Senior Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior Math classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Counselor and Department Heads

Activity - Individual and Small Group Response to Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English and math departments will utilize available teaching staff in order to provide time for one on one and small group interventions with students based on past levels of performance in order to assist each student in reaching CCR status.	Academic Support Program	08/13/2014	05/30/2015	$25000	School Council Funds	Principal, SBDM, and department heads

Strategy 2:

Reading Strategies - Each department throughout the school will receive specific training on locating, choosing, and utilizing content specific text in order to aid students in improving their reading skills. All classes will regularly teach and practice reading strategies (marking and annotating text). Each class will regularly utilize ACT like reading with an ACT like assessments.

Category: Continuous Improvement

Research Cited: ACT

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will receive training in using quality text specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Principal, Department Heads, and District Level Consultants.

Activity - Manipulation and Interactions with Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will interact with text daily (marking and annotating) . At least once a week, each class will interact with a text equivalent to the level and complexity of text necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department Heads and District Level consultants.

Strategy 3:

Numeracy Practice and Assessment - Math and Science teachers throughout the school will receive specific training on locating, choosing, and utilizing content specific data and mathematical concepts in order to aid students in improving their mathematics skills. At least once a week, each class will utilize and ACT like mathematical tasks with an ACT like assessment.

Category: Continuous Improvement

Research Cited: ACT

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and Math teachers will receive training in using quality mathematical problems specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Principal, Department Heads, District Level Consultants.

Activity - Manipulation and Interactions with Mathematics and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math and Science classes will interact with data and/or math problems daily. At least once a week, each class will interact with a data and/or set of math problems equivalent to the level and complexity necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department Heads and District Level Consultants

Strategy 4:

Career Ready Options - Principal, curriculum, and department heads will explore multiple options to create and expand offerings for students which could lead to successful completion of a Career Pathway. This may include the creation of electives which students could take as part of a pathway offered at Scott, or may include the creation of classes which would serve as an introduction or capstone to pathways offered at the district Kenton County Academies of Innovation and Technology.

This may also include arranging classes which will prepare our students for success in upcoming pathways (Visual Arts, Theater, and/or Music).

Category: Career Readiness Pathways

Research Cited: Career Pathways

Activity - Culinary Pathway Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete the development of classes which will complete the Culinary pathway for students at Scott High School and propose these classes in the course guide for the 2015-2016 school year.	Career Preparation/Orientation	08/13/2014	05/30/2015	$1000	General Fund	Principal and culinary teacher.

Activity - Sustainable Energy Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and propose feeder classes for the sustainable energy pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$5000	General Fund	Principal, Science Dept head, District Consultants

Activity - Engineering and High Performance Production Technology Feeder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and propose level I classes for an Engineering and High Performance Production Technology Feeder pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$10000	General Fund	Principal, Science Department Head, District consultants.

Activity - Informatics and Media Arts Feeder Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and propose feeder classes for an Informatics and Media Arts pathway which may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$5000	General Fund	Principal, district consultants.

Activity - Arts and Humanities Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review all Arts and Humanities courses and curriculum offered at Scott High School in relation to the anticipated Arts and Humanities Pathway in order to adjust course offerings which will constitute viable career pathways at Scott High School.	Career Preparation/Orientation	08/13/2014	05/30/2015	$0	No Funding Required	Principal, Arts & Humanities Teachers, district consultants.

Goal 8: GAP Goal

Measurable Objective 1:

collaborate to increase the percentage of proficiency for GAP students in reading from 42.4% in May 2014 to 48.4% by 05/22/2015 as measured by EOC in English II..

Strategy 1:

Response to Intervention Classes-Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their sophomore year.

Upcoming juniors, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their junior year.

Category: Continuous Improvement

Research Cited: The amount of time a student spends studying/working on a specific skill is correlated with the level of performance the student exhibits.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, counselors, SBDM, and principal

Measurable Objective 2:

collaborate to increase the percentage of proficiency for GAP students in math from 21.3 % in May 2014 to 49% by 05/22/2015 as measured by EOC in Algebra II.

Strategy 1:

Response to Intervention Classes-Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year.

Upcoming juniors or seniors, who are predicted to be performing below proficient in math according to each student's MAP assessment or ACT, will be placed in an additional 12 weeks (72 hours) of math instruction while taking Algebra II.

Category: Continuous Improvement

Research Cited: Additional time in a class is associated with the performance of a student in the specific area.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	No Funding Required	Department heads, counselors, SBDM, and principal

Goal 9: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results.

Strategy 1:

Strategy 1-PGES - Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	08/13/2014	08/12/2015	$0	No Funding Required	Principal

Strategy 2:

Strategy 2-Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Implementation Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP)	Professional Learning	08/13/2014	08/12/2015	$0	No Funding Required	Principal

Goal 10: Wellness Plan

Measurable Objective 1:

collaborate to Collaborate to form a committee to review and update the school wellness policy to 100% by 08/12/2015 as measured by committee minutes..

Strategy 1:

Wellness Policy Awareness Plan - Leadership will organize a committee to review and update Scott High School's Wellness Policy.

Category: Management Systems

Activity - Wellness Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Academic Support Program	08/13/2014	08/12/2015	$0	No Funding Required	Principal and Wellness Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit Courses at Scott	Students may choose to take college level dual credit courses at Scott High School taught by adjunct and/or visiting professors.	Academic Support Program	08/13/2014	05/30/2015	$0	Qualified teachers Counselors
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual and Small Group Response to Interventions	The English and math departments will utilize available teaching staff in order to provide time for one on one and small group interventions with students based on past levels of performance in order to assist each student in reaching CCR status.	Academic Support Program	08/13/2014	05/30/2015	$25000	Principal, SBDM, and department heads
SWS/Edgenuity	Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/13/2014	05/30/2015	$10100	SWS teacher and principals.
PLC	Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing arts and humanity experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to arts and humanities.	Academic Support Program	08/13/2014	05/30/2015	$20000	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant.
Teacher Training and PLC	Teachers will receive training on and exposure to interactions with different types of student behavior. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.	Behavioral Support Program	08/13/2014	05/30/2015	$2000	Principal
				Total	$57100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Committee Meetings	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Academic Support Program	08/13/2014	08/12/2015	$0	Principal and Wellness Committee
Off-site Dual Credit Courses	Students will have the opportunity to enroll in dual credit courses at local colleges, universities, and other accredited institutions.	Academic Support Program	08/13/2014	05/30/2015	$0	Counselors
Writing Documentation and Feedback	Teachers will document writing assignments which are being utilized in their classes. Writing Cluster leader and principals will regularly review and provide feedback to teachers on these assignments.	Professional Learning	08/13/2014	05/30/2015	$0	Writing Cluster Leader and Principal
Scott Universal Instructional Goals	Teachers and administration will collaborate to adjust, define, and implement common instructional and behavioral goals to be used by all teachers.	Academic Support Program	08/13/2014	05/30/2015	$0	Principal
Student Voice Committee	A committee of teachers and students will meet monthly to review and discuss PBIS/discipline related data. This committee will report regularly to the principal and SBDM as well as make recommendations.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Assistant Principal
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads, counselors, SBDM, and principal
Teacher Training	Departments will receive training in using quality text specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0	Principal, Department Heads, and District Level Consultants.
Curriculum Development and Alignment	Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/13/2014	05/30/2015	$0	Dept heads
Goal Setting and Differentiation	Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/13/2014	05/30/2015	$0	School testing coordinator, department heads, and teachers.
FLY Lessons	Teachers will be provided lesson plans created from the FLY Coordinator and administration to teach all students appropriate behavioral expectations during class and weekly during advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

PGES Implementation Procedures	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP)	Professional Learning	08/13/2014	08/12/2015	$0	Principal
Advisor Training	FLY committee will provide lesson plans, materials and training to all advisors for use with all students during the advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Fly committee and FRYSC
Arts and Humanities Pathways	Review all Arts and Humanities courses and curriculum offered at Scott High School in relation to the anticipated Arts and Humanities Pathway in order to adjust course offerings which will constitute viable career pathways at Scott High School.	Career Preparation/Orientation	08/13/2014	05/30/2015	$0	Principal, Arts & Humanities Teachers, district consultants.
Commit to Graduate	As freshman, students will assemble in order to discuss with their principal the importance of graduating. This assembly will end with each student with a formal commitment to graduate in four years College and Career Ready. Students will sign a pledge card with their FLY advisor as well as sign a banner to be hung in the school.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Principal, Freshman Counselor, and FRYSC
Principal-Teacher Interactions	Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Principals
Senior Math Classes	Senior Math classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0	Counselor and Department Heads
Collaboration	Writing cluster leader, district consultants, and teachers throughout the district will meet two to three times throughout the year to discuss, develop, and review writing assignments.	Professional Learning	08/13/2014	05/30/2015	$0	Department heads, lead teachers, and district consultants.
PLC	Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/13/2014	05/30/2015	$0	Writing Cluster Leader
Implementation of KCAS based LDC modules	Teachers will utilize one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads, lead teachers, and district consultants.
Analysis of Student Work	Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/30/2015	$0	Department head.

Curriculum Update and Alignment	Each Arts and Humanities course will be analyzed and mapped to newly created national standards in preparation for implementation of Arts Pathways. All A/H lessons will include regular manipulations of related text as well as regularly requiring students to create, perform/present/produce, respond, and communicate as an artist.	Academic Support Program	08/13/2014	05/30/2015	$0	Principal and A/H teachers.
PGES Introduction	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	08/13/2014	08/12/2015	$0	Principal
Senior ELA Classes	Senior English classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0	Counselor, Department heads.
Curriculum Development and Alignment	Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/13/2014	05/30/2015	$0	Department Heads
Manipulation and Interactions with Text	Each class will interact with text daily (marking and annotating) . At least once a week, each class will interact with a text equivalent to the level and complexity of text necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0	Department Heads and District Level consultants.
FLY Advisor/Advisee	Advisor/Advisee period to meet with students regularly with the primary function of building a strong, positive, trusting relationship between students and adults in the building. Advisor will be responsible for checking students' grades and attendance weekly. Advisory groups will also focus on character/morality, college and career readiness, daily living skills, life skills, and financial planning.	Academic Support Program	08/13/2014	05/30/2015	$0	Assistant Principal and FRYSC.
Teacher Training	Science and Math teachers will receive training in using quality mathematical problems specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0	Principal, Department Heads, District Level Consultants.
Manipulation and Interactions with Mathematics and Data	Math and Science classes will interact with data and/or math problems daily. At least once a week, each class will interact with a data and/or set of math problems equivalent to the level and complexity necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0	Department Heads and District Level Consultants

RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads, counselors, SBDM, and principal
FLY Curriculum Development	A committee of teachers, administrators and counselors will continue to adjust and improve a comprehensive, detailed curriculum for use within the FLY period by teachers and students.	Behavioral Support Program	08/13/2014	05/30/2015	$0	Assistant Principal, FRYSC, Counselors, FLY coordinators
A/H Documentation and Feedback	Teachers will document learning experiences which are available to our students. PLCS Program Review Coordinator and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0	PLCS review coordinator and principals.
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads, counselors, SBDM, and principal
MAP Testing	Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/13/2014	05/30/2015	$0	School testing coordinator.
ACT Practice Test	Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads and teachers.
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0	Department heads, counselors, SBDM, and principal
A/H Documentation and Feedback	Teachers will document learning experiances which are available to our students. A/H Program Review Director and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0	Principal and A/H Program Review Director.
Opening Day	Teachers will experience introduction, practice, and discussion on PBIS and its implementation at Scott High School	Behavioral Support Program	08/11/2014	05/30/2015	$0	Principal

PASS Program	Inclusion program for students with behavior disorders that focuses on a positive approach to student success. This program includes three days of PASS training for administrators and SPED teachers in charge of the program. All teachers will receive training and coaching throughout the year on the implementation and evaluation of this program.	Academic Support Program	08/13/2014	05/30/2015	$0	PASS coordinator and assistant principal.
Renaissance Academy	Students may choose to take core classes within an academy which bases instruction around "whole brain" teaching and learning.	Academic Support Program	08/13/2014	05/30/2015	$0	Renaissance Academy teachers and Principal.
PLC	Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/11/2014	05/30/2015	$0	Principal
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engineering and High Performance Production Technology Feeder	Research, develop, and propose level I classes for an Engineering and High Performance Production Technology Feeder pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$10000	Principal, Science Department Head, District consultants.
Sustainable Energy Pathway	Research, develop, and propose feeder classes for the sustainable energy pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$5000	Principal, Science Dept head, District Consultants
Informatics and Media Arts Feeder Classes	Research, develop, and propose feeder classes for an Informatics and Media Arts pathway which may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/13/2014	05/30/2015	$5000	Principal, district consultants.
Culinary Pathway Completion	Complete the development of classes which will complete the Culinary pathway for students at Scott High School and propose these classes in the course guide for the 2015-2016 school year.	Career Preparation/Orientation	08/13/2014	05/30/2015	$1000	Principal and culinary teacher.
SWS/Edgenuity	Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/13/2014	05/30/2015	$40000	SWS teacher and principals.
				Total	$61000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kenton County Academies of Innovation and Technology	Students may choose from one of 7 academies from which they will experience career specific/integrated instruction. Media Arts; Informatics; Pre-engineering; Biomedical; High Performance Production Technology; Sustainable Energy Technology Engineering Academy; Military Prep Academy.	Academic Support Program	08/13/2014	05/30/2015	$30000	Director of Academies
Collaboration	A/H Program Review Director, specialty teacher, principal, and district consultant will meet two to three times throughout the year to discuss, develop, and implement arts and humanity experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000	Principal, A/H Program review director, specialty teachers, and district consultant.
Collaboration	PLCS Program Review Director, specialty teachers, principal, and professionals will meet two to three times throughout the year to discuss, develop, and implement PLCS experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000	Principal, PLCS Program review director, and specialty teachers.
PLC	Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing PL/CS experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to Practical Living and Career Studies.	Professional Learning	08/13/2014	05/30/2015	$2000	PLCS program review coordinator, principal, PLCS specialty teachers, and district consultant.
				Total	$42000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Our students, teachers, and staff continue to make strides toward making our good school great. We have put in place a number of initiatives which have already impacted our school greatly and we have a number of additional initiatives in planning and implementation stages to continue our transformation into a great school.

We are very proud of our gain in our Overall Accountability Score from 62.7 to 71.4. This constitutes a 45 percentile increase and a classification as a proficient school. We are also very proud that each and every indicator showed improvement: Achievement (50.8 pts. to 65.4 pts), Gap (24.7 pts. to 32.4 pts.), Growth (56.8 pts. to 62.5 pts.), College and Career Readiness (44% to 62.5%), Graduation Rate (87.9% to 91.7%), Program Reviews (95.4 pts. to 100 pts.).

It is clear to us at Scott High School that we MUST continue to intervene with our juniors and seniors to move them toward being college and career ready. It is also clear that, although we have made gains, our Gap students are continuing to be unsuccessful in the classroom.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Biology Achievement at Scott High School grew to 72.2, a 46.2 point gain from last year, as a result of student performance on the Biology End of Course exam. This is the result of several best practice strategies within and throughout the department.

Departmental PLC and Collaboration Model:

- Aligned instruction in all grades in Science
- Introduction of best practice teaching strategies in Science classes including reading, writing, and frequent utilization of primary and secondary sources, student manipulation of text
- Raised level of rigor in class assignments
- Increased quality and frequency of embedded assessments
- Additional focus for Science PLC's from Dept Head and District consultant
- Science Department is involved in department level PLC's on an ongoing basis
- Increased collaboration and planning across classes, focused on reading, writing, utilization of primary and secondary resources for learning

Social Studies Achievement at Scott High School grew to 72.3 as a result of student performance on the US History End of Course exam. This seems to be due to several best practice strategies within and throughout the department.

Departmental PLC and Collaboration Model:

-Aligned instruction in all grades in Social Studies.
-Introduction of best practice teaching strategies in Social Studies classes including reading, writing, and frequent utilization of primary and secondary sources-student manipulation of text
-Raised level of rigor in class assignments
-Increased quality and frequency of embedded assessments
-Additional focus for Social Studies PLC's from Dept Head and District consultant
-Social Studies Department is involved in department level PLC's on an ongoing basis.
-Increased collaboration and planning across classes, focused on reading, writing, utilization of primary and secondary resources for learning.

English Achievement at Scott High School grew to 69.9 as a result of student performance on the English II End of Course exam.   This seems to be due to several best practice strategies within and throughout the department.

Spring Board Curriculum and Strategies:
-Aligned instruction in all grades in English.
-Continued use of best practice teaching strategies in our English classes
-Raised the level of rigor in class assignments

-Increased quality and fidelity of embedded assessments providing additional focus for English PLC's

-Departmental PLC and Collaboration Model has aligned instruction in all grades of English.

-Introduction of additional best practice teaching strategies in English classes including reading, writing, and frequent utilization of a variety of reading materials

-Raised level of student expectations

-Additional focus for English Dept PLC's from Dept Head, Writing cluster leader, and District consultant

LDC

-Increased collaboration and planning across contents, focused on reading and writing for learning.

-National model teachers designing and implementing best practice instruction through collaboration with district consultant and lead teachers throughout the district

-Students reading, writing and manipulating text in English, Social Studies, and Science

Renaissance Academy

In the 2012-2013 Scott High School implemented the Renaissance Academy. This is a student choice academy for freshmen and sophomores at Scott High School. There are approximately 60 freshman and 60 sophomores enrolled in this academy. Students in the Renaissance Academy experience a set of core classes which are more project based than other classes. Renaissance Academy students work in groups more often and are expected to access their "right brain" more than in other more traditional classrooms. Students in the Renaissance Academy learn at an accelerated rate which includes 3 years of English and Social Studies within their first two years of high school. MAP data collected in 2013-2014 indicate much greater growth and achievement in math and language skills for Renaissance Academy students when compared to national averages. Plan data collected in the 2014-2015 school year indicate these students are performing at a much higher level than other students taking the Plan.

**Students who exited the Renaissance Academy in 2013-2014 are now taking senior and college level classes as juniors. The Renaissance Academy has continued into 2014-2015 and shows similar trends in data and performance.

Scott Universal Instructional Goals

In the spring of 2012, at the request of the principal, a team of administrators and consultants conducted an in depth review of the instruction at Scott High School. That report, along with consultation of department heads, resulted in the formation of Scott Universal Instructional Goals. These instructional goals/expectations have been the focus of the professional learning and learning walks at Scott High School the summer of 2012. Scott Universal Instructional Goals are a set of best practice strategies which are being implemented at Scott in every classroom.

- High Quality Learning Target/Objective displayed and utilized in each class daily

- Daily use of organized formative assessment strategies

- Daily use of organized high quality student to student activities

- Regular high quality use of text

- Require all students to engage in every lesson from bell to bell

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

What happens in the classroom is the key. We are continuing to hold teachers and students accountable for increased rigor and engagement in the classroom.

Scott Universal Instructional Goals (Best Practices).
After a detailed review of YouthTruth Surveys, Kentucky Tell Survey, and a District Team School Audit, Scott High School leadership developed a list of best practices (from the PPR and Quality Instruction Leverage Points) which should be implemented/utilized school wide.
- High Quality Learning Target/Objective displayed and utilized in each class daily
- Daily use of organized formative assessment strategies
- Daily use of organized high quality student to student activities
- Regular high quality use of text
- Require all students to engage in every lesson from bell to bell
Our professional development and classroom walks have been and will continue to be focused around these best practices to support improvement in all of these identified areas.

- In order to get all our students to proficiency, we are implementing RTI classes for freshman, sophomores, and juniors who have not yet reached reading and math benchmarks according to MAP assessments. . That is, any freshman, sophomore, and/or junior who is not performing above benchmark in reading and/or math according to their most recent MAP assessment, are receiving an additional 72 hours of instruction in the target area(s).

- Targeted intervention with Seniors who as of yet have not met benchmarks on ACT
- School Wide Recognition Program for College and Career Ready Students
- Targeting of Seniors who are At-Risk of not Graduating
- Integration of reading and/or Writing in every classroom, every day, linked with ACT goals and strategies
- Specific training for teachers in differentiating instruction in the classroom as well as providing accommodations and modifications to students
- Improved course selection, including specific career pathways, and prerequisites for classes

Participation in the Co-Teaching for Gap Closure Grant through Kentucky Department of Education to address our deficiencies with our Gap population. As a result of training and support, our co-teaching teams will be trained in the Continuous Classroom Improvement process and begin implementation first in our co-taught Math classes, then expand to our co-taught English classes.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Even though Scott High School has worked hard to achieve our classification as a proficient school, we know we need to continue to focus on improvement. This report confirms for us the areas of needed improvement and will help us continue to focus our efforts on priority needs we have already begun to address.

It is clear to us at Scott High School that we MUST intervene with our juniors and seniors now to move them toward being college and career ready. It is also clear, that our Gap students are continuing to be unsuccessful in the classroom. The following strategies MUST implement to address the needs of our juniors and seniors, as well as our Gap students, at Scott High School.

Targeted intervention with Seniors who as of yet have not met benchmarks on ACT
(Seniors who met bench mark in 2013-44%; 2014 seniors currently at benchmark 36%)
o SBDM has added additional staff in the areas of English and Math (.5 position in each department) in order to work with students in small group and one on one in order to raise their performance level above ACT benchmarks.
o Administrators will hold small group and individual discussions with students below the ACT benchmarks in order to assure understanding and buy in from students.
o Senior level math teachers will receive training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the KYOTE assessment.
o Senior level English teachers will receive training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the Compass assessment and the English KYOTE.
o All teachers and administrators will regularly review and intervene with seniors who are not college ready.
o Mentors will be assigned to specific students who have influence and opportunity to aid students in reaching ACT bench marks.

Targeting of At-Risk Seniors
(Graduation rate in 2014 - 91.7%)
o Weekly meeting will be held with the administrative team, senior counselor, and senior administrator to review all at risk seniors as identified by grades, bench mark indicators, and the persistence to graduate instrument.
o School within a school setting will continue to be available for all students who are behind and/or need an alternative setting for instruction. Weekly progress monitoring will be implemented in this setting. Students who are not being successful will receive additional intervention.

Reading and/or Writing in every classroom every day, linked with ACT goals and strategies.
o All classrooms will read and/or write in their classroom in their content area on a daily basis.
o Teachers will receive multiple trainings and supports in locating appropriate grade level passages and developing ACT quality questions

School Wide Progress Monitoring of Student Performance in the areas of English and Math
o All core ELA and Math classes will design and utilize ACT like assessment at least three specific times over each 12 week period
 Week one (Pretest)
 Mid-term (Formative)
 Week 12 (Summative, and then formative for next class)
Non-ELA/Math classes, will utilize reading/writing strategies or data/math type ACT activities each day.

ACT like assessments will be utilized to discover each student's specific skill deficits. Instruction will then be adjusted in classrooms to address these deficits.

o Data for each student, class, and the school from each assessment will be shared electronically among all staff and monitored by the department heads and principal. This organization and sharing of data will allow for all teachers to access current student performance indicators for each student.

School Wide Recognition Program for College and Career Ready Students

(CCR 2014 - 62.5%)

Students who have previously achieved College Ready Status will be recognized in a celebration at Scott High School, on the walls of the commons, and digitally on presentation screens throughout the school.

As other students achieve College Ready Status they will be celebrated as well as recognition added to the walls of the commons and digitally on presentation screens throughout the school

Specific training for teachers to differentiate instruction in the classroom as well as provide accommodations and modifications to students

(GAP 2014-32.4%)

o Specific PLC's will be dedicated to training staff on strategies for developing and implementing accommodations and modifications in the classroom

o Documentation procedures and administrative walks will be utilized to monitor implementation, feedback, and data collection around the implementation of providing students with appropriate accommodations and modifications

Participation in Co-Teaching for Gap Closure (CT4GC) Grant

o Our goal is co-teaching models completely implemented in Math and English classes utilizing the Continuous Classroom Improvement Model

o The Co-Teaching for Gap Closure Grant involves

    2 to 3 years of staff training

    Off site and embedded trainings with SHS staff and KDE consultants

    Collaboration with school wide professional development

Walkthroughs and Evaluations

Each principal will be in 5 to 10 classrooms each day. Lead teacher in each department will perform at least 5 classroom walks each week. Teachers will receive regular feedback and coaching on how to increase the rigor and engagement in their classrooms. Teachers who are not being successful will receive a higher level of intervention and support.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Administrative Team

Scott High School teachers through PLC Process

SBDM Committees-Adhoc Curriclulm Advisory/Adoc Culture/Curriculum Committee

Principal's Student Advisory

Central Office Staff

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents are given information about community resources from school program coordinators or school staff.	Novice

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Areas of Strength: Creating/shaping/projecting the image of and mission of the school through multiple channels throughout the community with the aid of the district. Collaborating with groups of parents for input and involvement in the educational shaping of the school educational decisions.   We will support by continuing our constant line of communication though webpage, facebook, twitter,and newsletters. We will continue to utilize multiple parent groups (Eagle Club, adhoc parent committees) on a regular basis.

Areas of need.   Involvement of all stakeholders in quality of student work and college reading systems. We plan on engaging our current parent groups to formulate ideas and avenues for improving.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	2.71
Communications	2.57
Decision Making	2.57
Advocacy	2.5
Learning Opportunities	2
Community Partnerships	1.83
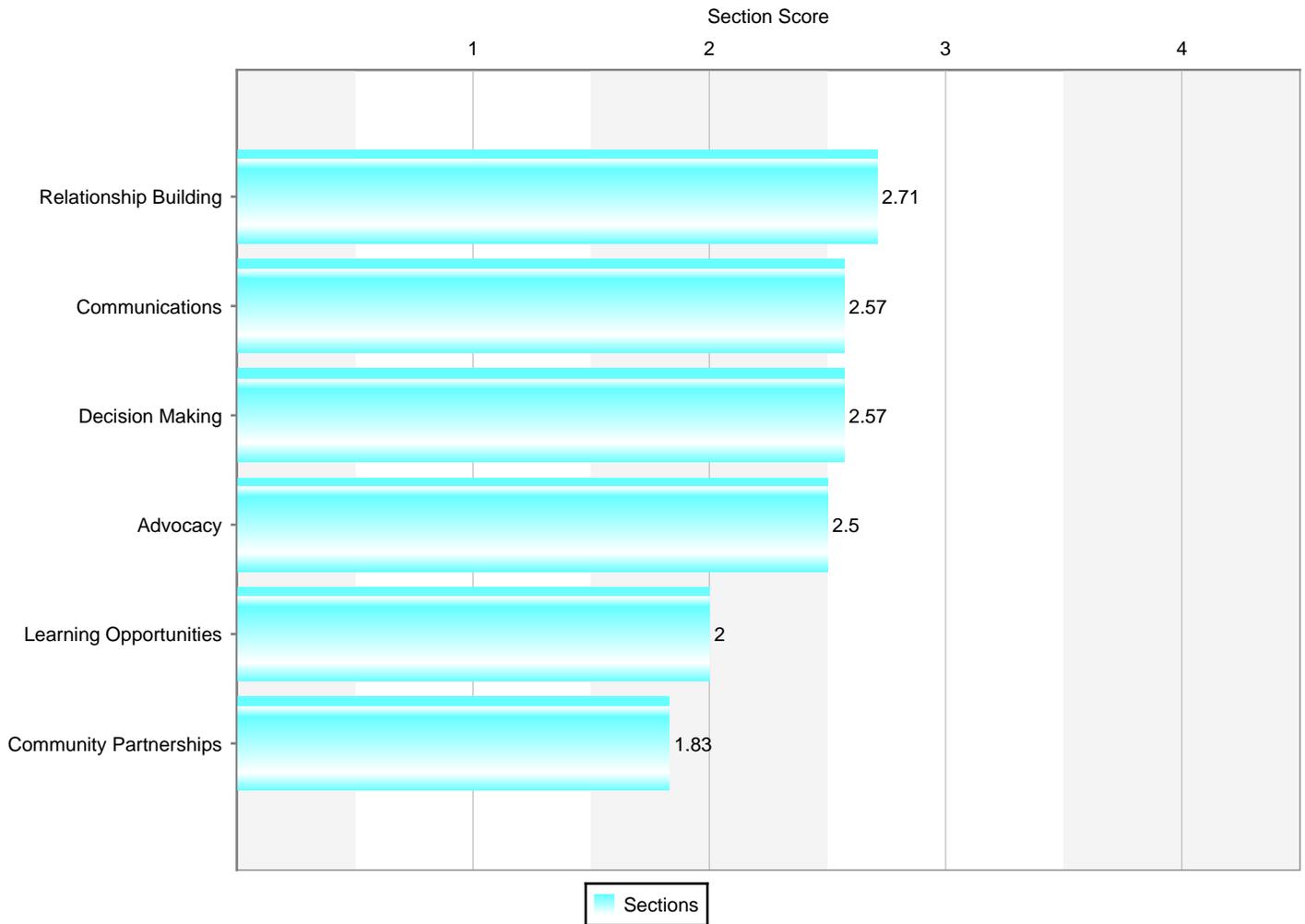
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Scott High School works hard to engage a variety of stakeholders in the development and implementations of our improvement plan. Scott High School's School Based Decision Making Council works very hard to include input from various stakeholders when making policy decisions for the school. The principal holds an open forum Principal's Chat prior to and immediately following all Site Based Council Meetings to address students, parents, and members of the community, gather input, and answer any questions they may have.

Scott High School's Principal works closely with his Principal's Advisory group. This committee is made up of students at Scott High School. They are instrumental in helping to plan student celebrations of success, addressing student body concerns, and misconceptions, and offering valuable input to the Principal from the students' perspective.

Scott High School is very fortunate to have several very active parent groups that work closely with many aspects of our school's functioning. Scott has an Eagle Club, which is a parent booster group that supports many of our PBIS initiatives throughout the school day and athletic functions in the evenings. We also have two Site Based Ad Hoc Committees made up primarily of parents and teachers that advise and report monthly to our Site Based Council. Site Based Council set the charges for these committees. They consist of a Curriculum Advisory and Climate/Culture Committee.

Teachers meet biweekly in small Professional Learning Communities. Through our PLCs, teachers have analyzed our school's data, prioritized needs, and addressed areas of growth for the school. They have given specific feedback towards the development of our school's Comprehensive School Improvement Plan.

Each of these groups, with the exception of the student-based Principal's Advisory and teacher PLCs, meet in the evenings, when it is most convenient for parents and community members to be available to attend.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Site Based Decision Making Council - Representatives include an administrator, teachers, and parents, agendas set monthly by council members, public meetings held monthly, meeting minutes published and made available to the public monthly, responsible for setting policies for the school pertaining to academic achievement, providing input toward the development of and approval of the school's Comprehensive School Improvement Plan

Principal's Chat - Representatives consist of students, parents, teachers, school employees, and community members. The Principal keeps notes monthly from the Principal's Chat meetings. These are typically dictated by the Site Based Council agenda.

Principal's Advisory - Representatives consist of Scott High School students. Students and the Principal collaborate to develop their monthly agendas. Principal keeps notes from these monthly meetings.

Curriculum Advisory and Climate/Culture Committees - Representatives include parents and Scott High School Teachers. Each committee submits reports monthly to the Site Based Decision Making Council advising on the charge they were set with.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was presented to and approved by Site Based Council. Once it has been approved by council, it is published and made available for the public through multiple channels (Google Docs, Facebook, Twitter, Scott High School's website, electronic daily announcements, etc.) It is also shared with stakeholders at SBDM meetings, Committee meetings, PLCs, and Principal Advisory meetings.

Progress made toward reaching our school's goals contained in our Comprehensive School Improvement Plan with be published and made available to all stakeholders through the same avenues mentioned above. Updated progress is also made available in Scott High School's conference room, posted on the wall for all to see and updated immediately anytime progress has been made.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey Goal

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree within each component of school leadership by 5% through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/31/2015 as measured by the Leadership Components with in the Kentucky Tell Teacher Survey.

Strategy1:

School Wide PBIS - Implementation of the established strategy/philosophy of discipline will be regularly reviewed and improved in the school. This approach to discipline will draw from KYCID and Love and Logic. It will be taught, practiced, and adjusted regularly with staff and students.

Category: Professional Learning & Support

Research Cited:

Activity - Opening Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will experience introduction, practice, and discussion on PBIS and its implementation at Scott High School	Behavioral Support Program	08/11/2014	05/30/2015	$0 - No Funding Required	Principal

Activity - Student Voice Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers and students will meet monthly to review and discuss PBIS/discipline related data. This committee will report regularly to the principal and SBDM as well as make recommendations.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Assistant Principal

Activity - Principal-Teacher Interactions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principals

Activity - Scott Universal Instructional Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will collaborate to adjust, define, and implement common instructional and behavioral goals to be used by all teachers.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principal

Strategy2:

Teacher Training and PLC - Teachers will receive training on and exposure to interactions with at-risk students. These trainings will include

activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.

Category: Professional Learning & Support

Research Cited: PBIS

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/11/2014	05/30/2015	$0 - No Funding Required	Principal

Narrative:

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP Goal

Measurable Objective 1:

collaborate to increase the percentage of proficiency for GAP students in reading from 42.4% in May 2014 to 48.4% by 05/22/2015 as

measured by EOC in English II..

Strategy1:

Response to Intervention Classes-Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to

each student's MAP

assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be

placed in an additional 12 weeks (72 hours) of English instruction during their sophomore year.

Upcoming juniors, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be

placed in an additional 12 weeks (72 hours) of English instruction during their junior year.

Category: Continuous Improvement

Research Cited: The amount of time a student spends studying/working on a specific skill is correlated with the level of performance the

student exhibits.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Department heads, counselors, SBDM, and principal

Measurable Objective 2:

collaborate to increase the percentage of proficiency for GAP students in math from 21.3 % in May 2014 to 49% by 05/22/2015 as measured by EOC in Algebra II.

Strategy1:

Response to Intervention Classes-Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP

assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be

placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year.

Upcoming juniors or seniors, who are predicted to be performing below proficient in math according to each student's MAP assessment or

ACT, will be placed in an additional 12 weeks (72 hours) of math instruction while taking Algebra II.

Category: Continuous Improvement

Research Cited: Additional time in a class is associated with the performance of a student in the specific area.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Department heads, counselors, SBDM, and principal

Narrative:

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Freshman Graduation Rate

Measurable Objective 1:

collaborate to increase Freshman Graduation Rate from 91.7% in 2014 to 92.5% by 09/01/2015 as measured by five year Freshman Graduation Rate.

Strategy1:

Scott Cares - Teachers and staff will work together to mentor and monitor at risk students. Teachers will meet with identified students to

monitor grades, attendance, and behavior. These adults will also serve as advocates for the student while at school and assist with the

challenges teenagers face today.

Category: Persistance to Graduation

Research Cited: PBIS and Check & Connect provided by the University of Minnesota.

Activity - FLY Advisor/Advisee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisor/Advisee period to meet with students regularly with the primary function of building a strong, positive, trusting relationship between students and adults in the building. Advisor will be responsible for checking students' grades and attendance weekly. Advisory groups will also focus on character/morality, college and career readiness, daily living skills, life skills, and financial planning.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Assistant Principal and FRYSC.

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As freshman, students will assemble in order to discuss with their principal the importance of graduating. This assembly will end with each student with a formal commitment to graduate in four years College and Career Ready. Students will sign a pledge card with their FLY advisor as well as sign a banner to be hung in the school.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principal, Freshman Counselor, and FRYSC

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inclusion program for students with behavior disorders that focuses on a positive approach to student success. This program includes three days of PASS training for administrators and SPED teachers in charge of the program. All teachers will receive training and coaching throughout the year on the implementation and evaluation of this program.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	PASS coordinator and assistant principal.

Strategy2:

Alternative Placement Programs - Students will be provided the option of attending innovative school programs on and off campus.

Category: Persistance to Graduation

Research Cited:

Activity - Kenton County Academies of Innovation and Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may choose from one of 7 academies from which they will experience career specific/integrated instruction. Media Arts; Informatics; Pre-engineering; Biomedical; High Performance Production Technology; Sustainable Energy Technology Engineering Academy; Military Prep Academy.	Academic Support Program	08/13/2014	05/30/2015	$30000 - District Funding	Director of Academies

Activity - Renaissance Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may choose to take core classes within an academy which bases instruction around "whole brain" teaching and learning.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Renaissance Academy teachers and Principal.

Strategy3:

School within a School - Students who fail classes and/or do not function well within a traditional classroom will be analyzed individually and experience specific interventions tailored to each student's specific needs.

Category: Persistance to Graduation

Research Cited:

Activity - SWS/Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/13/2014	05/30/2015	$10100 - School Council Funds $40000 - General Fund	SWS teacher and principals.

Strategy4:

Dual Credit Courses - Students will have the option to enroll in dual credit courses with colleges, universities and other accredited institutions.

Category: Continuous Improvement

Research Cited:

Activity - Dual Credit Courses at Scott	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may choose to take college level dual credit courses at Scott High School taught by adjunct and/or visiting professors.	Academic Support Program	08/13/2014	05/30/2015	$0 - Other	Qualified teachers Counselors

Activity - Off-site Dual Credit Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to enroll in dual credit courses at local colleges, universities, and other accredited institutions.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Counselors

Strategy5:

Response to Behavior - When a student displays an instance of exceptional behavior, teachers will acknowledge and reward the student with the school wide established reward system (Eagle Cash). Also, the school's "Student Voice/PBIS" committee will be reviewing monthly behavior reports generated by Infinite Campus to create the Scott Cares lessons that will be taught to all students by all teachers to address the most often seen behavioral concerns throughout the school. When students display disruptive and/or non-empathetic behavior, adults will respond politely, professionally, and privately each and every time.

Category: Continuous Improvement

Research Cited: PBIS

Activity - Teacher Training and PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on and exposure to interactions with different types of student behavior. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.	Behavioral Support Program	08/13/2014	05/30/2015	$2000 - School Council Funds	Principal

Activity - FLY Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided lesson plans created from the FLY Coordinator and administration to teach all students appropriate behavioral expectations during class and weekly during advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

Narrative:

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Arts and Humanities Program

Measurable Objective 1:

collaborate to improve performance on the Arts and Humanities program review from an overall score of 10.1 (proficienct) in May 2014 to 11.0 by 05/30/2015 as measured by Arts and Humanities Program Review.

Strategy1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality arts and humanities assignments in the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document learning experiances which are available to our students. A/H Program Review Director and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0 - No Funding Required	Principal and A/H Program Review Director.

Activity - Curriculum Update and Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Arts and Humanities course will be analyzed and mapped to newly created national standards in preparation for implementation of Arts Pathways. All A/H lessons will include regular manipulations of related text as well as regularly requiring students to create, perform/present/produce, respond, and communicate as an artist.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principal and A/H teachers.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A/H Program Review Director, specialty teacher, principal, and district consultant will meet two to three times throughout the year to discuss, develop, and implement arts and humanity experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000 - District Funding	Principal, A/H Program review director, specialty teachers, and district consultant.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing arts and humanity experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to arts and humanities.	Academic Support Program	08/13/2014	05/30/2015	$20000 - School Council Funds	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant.

Goal 2:

Practical Living and Vocational Studies Programs

Measurable Objective 1:

collaborate to improve student performance in Practical Living and Vocational Studies from an overall score of 7.7 (Needs Improvement) in May 2014 to 8.0 (proficient) by 05/30/2015 as measured by the Practical Living and Vocational Studies Program Review.

Strategy1:

Advisor/Advisee Program - Students will continue to be organized into grade specific groups and assigned a teacher. Each advisory group will meet at least once a week. All advisers will individually meet with each student in their group twice a trimester to go over grades and attendance and see if the student has any needs they can assist with. Each adviser will complete the final check for student's ILPs. Each grade level has a separate, meaningful curriculum, that is appropriate and relevant for students. The focus of our freshman curriculum is on Character and Morality. The sophomore curriculum focuses on an extension of Character and Morality along with School Success skills. Junior curriculum emphasizes College and Career Readiness. The Senior curriculum focuses on Daily Living and Life Skills. All advisers integrate team building, leadership, and group support activities as well as other meaningful topics.

Category: Continuous Improvement

Research Cited: •Covey, Sean. (1998). 7 Habits of Highly Effective Teens

•Foster, Chad. (2009). Teenagers Preparing For the Real World

•Kentucky Department of Education Advising Toolkit

Activity - Advisor Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLY committee will provide lesson plans, materials and training to all advisors for use with all students during the advisor/advisee period.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Fly committee and FRYSC

Activity - FLY Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers, administrators and counselors will continue to adjust and improve a comprehensive, detailed curriculum for use within the FLY period by teachers and students.	Behavioral Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Assistant Principal, FRYSC, Counselors, FLY coordinators

Strategy2:

PLC and Collaboration - Teachers will receive training and collaboration on developing and providing high quality experiences to students in

Practical Living and Vocational Studies.

Category: Professional Learning & Support

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS Program Review Director, specialty teachers, principal, and professionals will meet two to three times throughout the year to discuss, develop, and implement PLCS experiences and opportunities for students.	Professional Learning	08/13/2014	05/30/2015	$5000 - District Funding	Principal, PLCS Program review director, and specialty teachers.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing PL/CS experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to Practical Living and Career Studies.	Professional Learning	08/13/2014	05/30/2015	$2000 - District Funding	PLCS program review coordinator, principal, PLCS specialty teachers, and district consultant.

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document learning experiences which are available to our students. PLCS Program Review Coordinator and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/13/2014	05/30/2015	$0 - No Funding Required	PLCS review coordinator and principals.

Goal 3:

Writing Program

Measurable Objective 1:

collaborate to improve the quality of student writing from an overall score of 8.0 (proficient) in May 2013 to 9.0 by 05/30/2015 as measured by writing program review.

Strategy1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality writing and writing assignments in the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/13/2014	05/30/2015	$0 - No Funding Required	Writing Cluster Leader

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing cluster leader, district consultants, and teachers throughout the district will meet two to three times throughout the year to discuss, develop, and review writing assignments.	Professional Learning	08/13/2014	05/30/2015	$0 - No Funding Required	Department heads, lead teachers, and district consultants.

Activity - Writing Documentation and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document writing assignments which are being utilized in their classes. Writing Cluster leader and principals will regularly review and provide feedback to teachers on these assignments.	Professional Learning	08/13/2014	05/30/2015	$0 - No Funding Required	Writing Cluster Leader and Principal

Strategy2:

Literacy by Design Collaborative-Best Practices - English, Social Studies, and Science teachers will collaborate throughout the year with peers and district level consultants to implement modules and KCAS instructional strategies.

Category: Professional Learning & Support

Research Cited: CCSSO

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Department heads, lead teachers, and district consultants.

Narrative:

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

College and Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of seniors who achieve College and Career Readiness from 61.5% in 2014 to 71% by 07/31/2015 as measured by the College and Career Readiness calculation on the School Report Card.

Strategy1:

Career Ready Options - Principal, curriculum, and department heads will explore multiple options to create and expand offerings for students which could lead to successful completion of a Career Pathway. This may include the creation of electives which students could take as part of a pathway offered at Scott, or may include the creation of classes which would serve as an introduction or capstone to pathways offered at the district Kenton County Academies of Innovation and Technology. This may also include arranging classes which will prepare our students for success in upcoming pathways (Visual Arts, Theater, and/or Music).

Category: Career Readiness Pathways

Research Cited: Career Pathways

Activity - Engineering and High Performance Production Technology Feeder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and propose level I classes for an Engineering and High Performance Production Technology Feeder pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/ Orientation	08/13/2014	05/30/2015	$10000 - General Fund	Principal, Science Department Head, District consultants.

Activity - Sustainable Energy Pathway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and propose feeder classes for the sustainable energy pathway which may replace the required freshman level integrated science classes and may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/ Orientation	08/13/2014	05/30/2015	$5000 - General Fund	Principal, Science Dept head, District Consultants

Activity - Culinary Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the development of classes which will complete the Culinary pathway for students at Scott High School and propose these classes in the course guide for the 2015-2016 school year.	Career Preparation/ Orientation	08/13/2014	05/30/2015	$1000 - General Fund	Principal and culinary teacher.

Activity - Informatics and Media Arts Feeder Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and propose feeder classes for an Informatics and Media Arts pathway which may be completed through participation within the Kenton County Academies of Innovation and Technology.	Career Preparation/ Orientation	08/13/2014	05/30/2015	$5000 - General Fund	Principal, district consultants.

Activity - Arts and Humanities Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review all Arts and Humanities courses and curriculum offered at Scott High School in relation to the anticipated Arts and Humanities Pathway in order to adjust course offerings which will constitute viable career pathways at Scott High School.	Career Preparation/ Orientation	08/13/2014	05/30/2015	$0 - No Funding Required	Principal, Arts & Humanities Teachers, district consultants.

Strategy2:

ELA and Math KYOTE - Teachers will receive training in all aspects of the ELA and Math KYOTE. Individuals and small groups of students who have not reached CCR status will receive targeted instruction to increase their skill level. Students will be encouraged and allowed to take the ELA & KYOTE assessments during their senior year.

Category: Continuous Improvement

Research Cited: KYOTE

Activity - Senior Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior Math classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Counselor and Department Heads

Activity - Individual and Small Group Response to Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English and math departments will utilize available teaching staff in order to provide time for one on one and small group interventions with students based on past levels of performance in order to assist each student in reaching CCR status.	Academic Support Program	08/13/2014	05/30/2015	$25000 - School Council Funds	Principal, SBDM, and department heads

Activity - Senior ELA Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior English classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Counselor, Department heads.

Strategy3:

Reading Strategies - Each department throughout the school will receive specific training on locating, choosing, and utilizing content specific

text in order to aid students in improving their reading skills. All classes will regularly teach and practice reading strategies (marking and

annotating text). Each class will regularly utilize ACT like reading with an ACT like assessments.

Category: Continuous Improvement

Research Cited: ACT

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will receive training in using quality text specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principal, Department Heads, and District Level Consultants.

Activity - Manipulation and Interactions with Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will interact with text daily (marking and annotating) . At least once a week, each class will interact with a text equivalent to the level and complexity of text necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Department Heads and District Level consultants.

Strategy4:

Numeracy Practice and Assessment - Math and Science teachers throughout the school will receive specific training on locating, choosing,

and utilizing content specific data and mathematical concepts in order to aid students in improving their mathematics skills. At least once a

week, each class will utilize and ACT like mathematical tasks with an ACT like assessment.

Category: Continuous Improvement

Research Cited: ACT

Activity - Manipulation and Interactions with Mathematics and Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science classes will interact with data and/or math problems daily. At least once a week, each class will interact with a data and/or set of math problems equivalent to the level and complexity necessary to become College and Career Ready. Teachers will utilize specific reading strategies including marking and annotating.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Department Heads and District Level Consultants

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and Math teachers will receive training in using quality mathematical problems specific to the content area which they teach.	Academic Support Program	08/13/2014	05/30/2015	$0 - No Funding Required	Principal, Department Heads, District Level Consultants.

Narrative:

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	9/10/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/10/13	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Conducted by the district safety officer in July 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/12/14	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2014	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		