



# **Comprehensive School Improvement Plan**

**Scott High School**  
**Kenton County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School_Equity_Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

We are seeing a consistent incremental increase in our percentage of minority students. We are also seeing a consistent incremental increase in our percentage of students from poverty. Our school and district are reallocating some resources to support these students.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

One of the barriers we have found is that our increasing number of students from poverty typically have much less support at home and is unable to get to after school activities. As we offer additional support and/or reach out to the parents, there are limits to the time and resources readily accessible to the student.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School_Equity_Goals

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Proficiency

### Measurable Objective 1:

collaborate to increase the combined percentage of reading and math proficiency for all students from 54.3% in 2016 to 57.4% by 10/01/2017 as measured by EOC assessments in Math and Reading.

### Strategy1:

Best Practice Reading and Thinking Strategies - Teachers school wide will utilize specific best practice reading and thinking strategies (Marking and annotating text; Accountable Talk; Collaborative Learning). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.

Category: Continuous Improvement

Research Cited: See research related to Kenton County Professional Practices Rubric

Activity - Reading and Analyzing Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all classes teacher will expose students to content appropriate readings and lead them through activities which focus on students ability to critically read, annotate, and analyze the text.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Individual Teachers, Dept Heads, and Principals

Activity - Accountable Talk Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all classes teacher will expose students to content appropriate discussion while utilizing accountable talk strategies to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Individual Teachers, Dept Heads, and Principals

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Activity - Collaborative Learning Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all classes teacher will utilize collaborative learning activities to facilitate content appropriate discussion in order to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Individual Teachers, Dept Heads, and Principals

## Goal 2:

Graduation Rate

### Measurable Objective 1:

collaborate to increase Five Year Graduation Rate from 91.6% in 2016 to 94.5% by 09/01/2017 as measured by Five Year Graduation Rate.

### Strategy1:

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 - 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

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	08/17/2016	05/31/2017	\$2000 - School Council Funds	Principal

## Goal 3:

Tell Survey Goal

### Measurable Objective 1:

collaborate to increase the percentage of teachers who agree within each component of school leadership from 77.2% in 2015 to 82.2

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through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/26/2017 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 PBIS and Love and Logic. It will be taught, practiced, and adjusted regularly with staff and students.

Category: Professional Learning & Support

Research Cited:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principals

Activity - Descriptors of Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will collaborate to adjust, define, and implement common instructional strategies to be used by all teachers.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Principals and department heads

Activity - Opening Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will experience introduction, practice, and discussion on PBIS, Diversity, and its implementation at Scott High School.	Behavioral Support Program	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$0 - No Funding Required	Assistant 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

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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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal

## Goal 4:

Program Reviews

### Measurable Objective 1:

collaborate to maintain the current level of performance of proficiency on the VPA program review in May 2016 by 05/31/2017 as measured by VPA 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: Continuous Improvement

Research Cited:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant (Visual and Performing Arts Consultant).

Activity - VPA 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. VPA teachers and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	VPA Teachers and Principal

### Measurable Objective 2:

collaborate to maintain the current level of performance of proficiency for student writing May 2016 by 05/31/2017 as measured by writing program review.

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## 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 - 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Writing Cluster Leader and Principal

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Department heads, lead teachers, and district consultants.

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Writing Cluster Leader

## Measurable Objective 3:

collaborate to maintain the current level of student performance of proficiency in Practical Living and Vocational Studies in May 2016 by 05/31/2017 as measured by Practical Living and Vocational Studies Program Review.

## Strategy1:

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: Continuous Improvement

Research Cited:

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.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal, PLCS specialty teachers, and district consultant.

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Activity - PLVS 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.	Academic Support Program	08/17/2016	05/17/2017	\$0 - No Funding Required	PLCS teachers and principals.

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**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-CSIP Committee/Curriculum Committee/Student Voice/4 C's

Principal's Student Advisory

Central Office Staff

## Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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
2.7	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**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

**Decision Making**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.7	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**

Overall Rating: 2.67

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	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.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	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

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	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 as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 as participation in 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.	Proficient

	Statement or Question	Response	Rating
6.2	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
6.3	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
6.4	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
6.5	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
6.6	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

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	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
7.4	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
7.5	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
7.6	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**

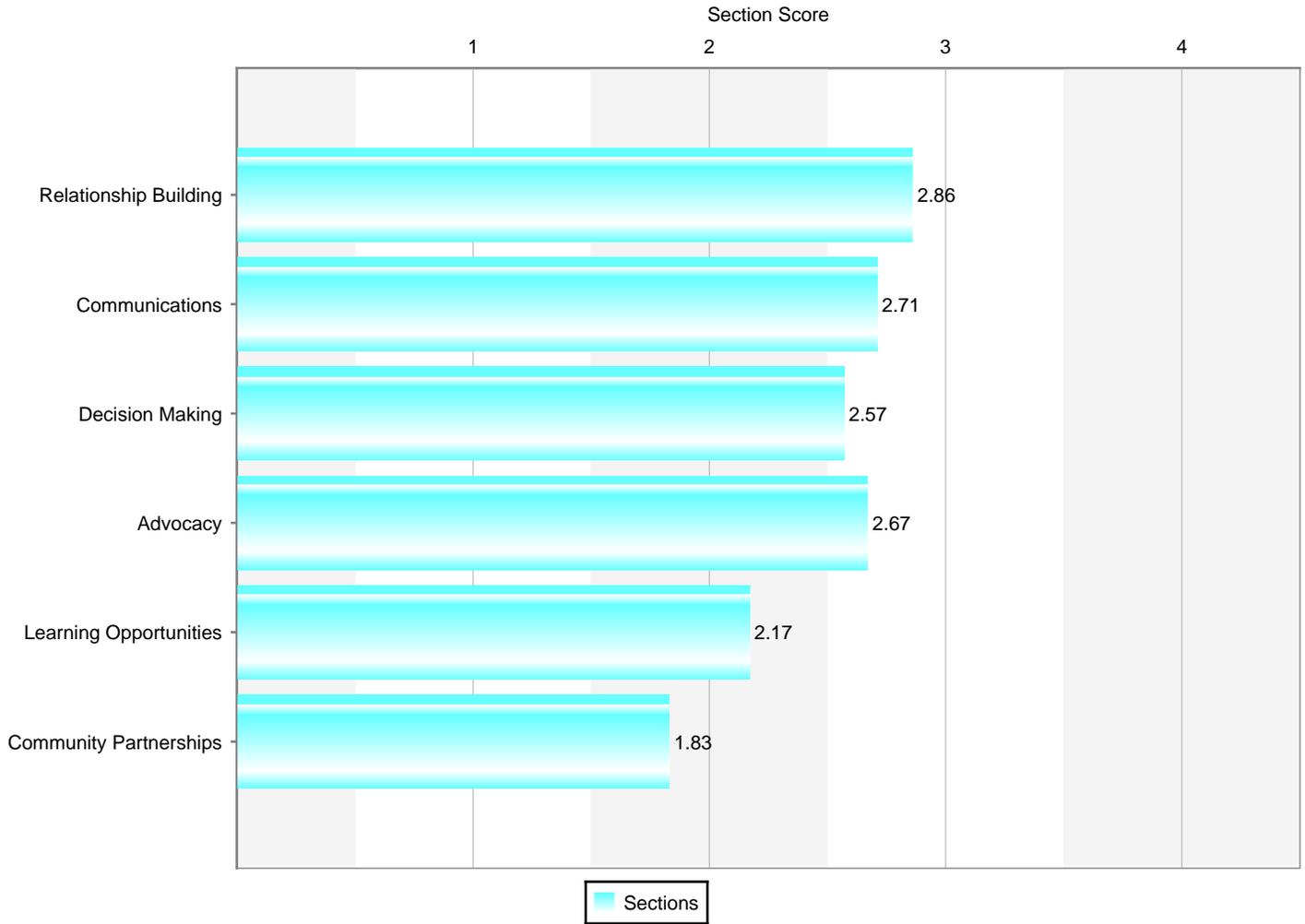
### **Reflect upon your responses to each of the Missing Piece objectives.**

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 school educational decisions including regular "Principal Chats" before and after scheduled SBDM Meetings. Principal Chat is held before SBDM meetings to answer parent/student questions about current SBDM topics which are to be discussed. Principal Chats held after SBDM are to answer any parent/student questions as a result of SBDM decisions made during the most recent SBDM meeting. We will support by continuing our constant line of communication through 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 readiness systems. We plan on engaging our current parent groups to formulate ideas and avenues for improving.

## Report Summary

### Scores By Section



# **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 implementation 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 called 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's Principal also works regularly with a Scott High School Parent Ambassador group. This group of parents meet monthly to develop and implement strategies to promote the good works of Scott students, faculty, and parents to the community.

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 one Site Based Council Committee made up primarily of parents and teachers that advise and report monthly to our Site Based Council. Site Based Council set the charges for the Four C's (Curriculum, Climate, Culture, Community) 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. In addition, our administrative team comprised of our administrators and counselors meet weekly for the same purpose. 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, teacher PLCs, and weekly administrative meetings, meet in the evening, 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 are set monthly by council members, public meetings held monthly, meeting minutes published and made available to the public monthly. SBDM Council is responsible for setting policies for the school pertaining to academic achievement, and 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  
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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.

Scott High School Parent Ambassadors - Representatives consist of Scott High School parents who are interested in promoting Scott High School to the community. Agendas are set by the committee. Principal keeps notes from these monthly meetings.

Four C's Committee - Representatives include parents and Scott High School Teachers. The 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, bi-weekly newsletter, 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 will 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 any time progress has been made.

# **Phase I - 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?**

At Scott High School, we are proud of our overall status of Proficient for three consecutive years. We were able to increase our combined percentage of reading and math proficiency for all students by 4.6%. We increased our five year graduation rate by 3.2%, and we increased the percentage of seniors who achieved College and Career Readiness by 9.5%. We are very proud of the growth we have experienced over the last four years.

We are concerned about the lower levels of growth in our GAP population as compared to the school as a whole.

## 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?**

Setting and holding school wide expectations of student engagement and high quality instructional practice from bell to bell.

o Continued Focus on Scott Universal Instructional Goals

- In the spring of 2012, at the request of the principal, a team of administrators and consultants conducted and 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 instructional walks at Scott High School since the summer of 2012. Scott Universal Instructional Goals are a set of best practice strategies that are being implemented at Scott in every classroom.

- High Quality Learning Target/Objective displayed and utilized to focus instruction in every lesson throughout the period
- Daily use of organized formative assessment strategies
- Daily use of organized high quality student to student activities (e.g. think-pair-share, elbow partners, peer evaluations)
- Regular high quality use of text
- A requirement that all students engage in every lesson from bell to bell

o Under the direction of SBDM, Scott High School formulated and implemented the Communication Device/ Cell Phone Policy which allows students and teachers to use electronic devices for instructional purposes only. The high level, consistent implementation of this student behavioral expectation has greatly improved the overall level of student engagement in the classroom.

o Continued emphasis of Springboard Curriculum and Strategies in Math and English with expansion of the strategies to all content areas.

o Learning Design Collaborative (LDC)--which includes teachers in multiple areas collaborating on writing projects through the district as well as with educators in other states.

o Math Design Collaborative (MDC)-- which includes collaboration of teaching strategies and resources across the district , state, and country.

o We expanded the implementation of RTI classes to include juniors who have not yet reached reading and math benchmarks. Students who are not on benchmark receive an additional 72 hours of instruction each year in each targeted area.

o Seniors who are not performing above the benchmark in mathematics are scheduled into their senior math class based on benchmark scores (ACT, KYOTE, Compass).

o Core classes perform practice ACT's with students followed by targeted warmups and lessons to improve identified areas of weakness.

o School Wide focus on reaching CCR in all classes, at all grade levels.

o Targeted intervention with Seniors who did not meet benchmarks on ACT

- SBDM added additional staff in the areas of English and Math in order to work with students in small group and one on one in order to raise their performance level above ACT benchmarks.
- Administrators held small group and individual discussions with students below the ACT benchmarks in order to assure understanding and buy-in from students.
- Senior level math and English teachers received training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the KYOTE assessment.

o School Wide Recognition Program for College and Career Ready Students--(CCR 2016 - 72.3%)

- Students who have previously achieved College Ready Status were 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 celebrated as well as recognition added to the walls of the commons and digitally on presentation screens throughout the school.

o High Quality-Next Generation Classrooms - Scott High School would like to give a big THANK YOU, to the Kenton County Board of Education for investing in Scott High School facilities--we are making the most of the investment.

o 2014-2015 was the first year in our new wing of classrooms. Our teachers and students ability to learn and collaborate have been greatly increased.

- The flexibility and high quality design of the classrooms continues to increase the quality of education at Scott High School as:
  - Maximized/flexible instructional space encourages multiple modes of instruction with fast transitions
  - Flexible student work areas (desk, chairs, lockers) encourage multiple types of groupings and activities
  - Flexible walls allow for a range of class sizes as well as collaboration between multiple classes and educators
  - Flexible lighting, which includes natural light, greatly enhance overall student and teacher well being
  - Easily visible classrooms greatly enhance active supervision resulting in increased student engagement and safety
  - Departmental offices greatly increase the professionalism of teachers and professional collaboration

o School Wide PBIS - Positive Behavior and Instructional Support (PBIS) has become a way of life at Scott. Essential PBIS components have infiltrated every part of our school culture. Positive interactions, student reinforcement, and eagle cash have become part of normal functions. It is having a positive effect on our student/school culture and discipline as reflected in our data. Every single student and teacher at Scott High School is currently participating in our PBIS Program and Eagle Cash is in high demand. Eagle Cash, part of our PBIS, is a token system designed to recognize and reward students that meet and exceed the behavior expectations set forth by the school. Teachers are provided with cards that say "Eagle Cash" which are given to students for demonstrating positive behavior and/or high levels of classroom engagement. The students then have the opportunity to cash in the cards every other Friday at the "Eagle Store". The Eagle store provides numerous items like spirit wear and awesome giveaways that our gracious Eagle Club provides for our students.

o Instructional Walks, Evaluations, Peer Feedback

- Administrative team will visit each teacher's class at least once each month and provide feedback on the descriptors of quality instruction.
- The purpose of these visits is to engage teachers in a collaborative effort to increase the rigor and quality of instruction in classrooms.
- Teachers who need additional support are to receive a higher level of support from administration.

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- In addition to the peer evaluations teachers are required to conduct within PGES (the teacher evaluation system), teachers at Scott High School will participate in additional collaborative activities including peer observations, team teaching, and lesson reviews.

## Opportunities for Improvement

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

#### Career Ready Options

- Scott SBDM continues to explore the best ways to build career pathways at Scott
- Scott High School has adjusted course offerings and advising practices in order to take full advantage the pathways through the Kenton County Academies of Innovation and Technology. We have increased the number of students attending KCAIT.
- We now offer a number of feeder classes which will better prepare students to enter a Kenton County Academies of Innovation and Technology as sophomores.
  - Clean Energy Systems--Every freshmen at Scott High School is taking the initial feeder class for Green Engineering. We must continue to inform and encourage these students to pursue a career pathway.
  - Media Arts and Informatics--Scott High School offers these classes to freshmen and a limited number of 8th graders. We must continue to inform and encourage these students to pursue a career pathway.
  - Through support of KCAIT Scott has freshmen and 8th graders participating in a number of pathway feeder classes including the military prep academy and future educator's academy. We must continue to inform and encourage these students to pursue a career pathway.
  - Pre-Engineering - About 120 students, including 8th graders, freshmen, and sophomores are taking a Pre-Engineering class to encourage and support their interest in this area. We must continue to inform and encourage these students to pursue a career pathway.

#### GAP Performance

- o Ability level grouping with-in 9th and 10th grade Math and English Classes
  - Students performing above CCR levels will take classes together
  - Students performing below CCR levels will take 3 trimesters of English and Math
  - Freshmen Math classes will be scheduled based on ability levels
  - Freshmen and sophomore English classes will be scheduled based on ability level each trimester.
  - Students within the lowest levels of English will be ability grouped into flexible groups and utilize read 180 software on a regular basis to target specific skill deficits. These classes will take advantage of three teachers per class (regular English instructor, Special Education collaborator, and Read 180 Teacher)
- o Continue training for teachers to differentiate instruction in the classroom as well as provide accommodations and modifications to students with IEPs and/or 504 Plans
  - Specific PLC's will be dedicated to training staff on strategies for developing and implementing accommodations and modifications in the classroom
  - 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
- o Scott High School in collaboration with central office staff continue to make adjustments to our special education department and are conducting regular trainings and interventions with our teachers.

o Co-teaching models are implemented in Math, English, and Science classes. We must continue to increase the effectiveness of these  
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collaborative settings.

## 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 for the third year in a row, 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 continue to intervene with our juniors and seniors 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 will be implemented to address the needs of our juniors and seniors, as well as our Gap students, at Scott High School.

#### o Targeted intervention with Seniors who as of yet have not met benchmarks on ACT

- Administrators will hold small group and individual discussions with students below the ACT benchmarks in order to assure understanding and buy in from students.
- 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.
- 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 English KYOTE.
- All teachers and administrators will regularly review and intervene with seniors who are not college ready.
- Mentors will be assigned to specific students who have influence and opportunity to aid students in reaching ACT bench marks.
- Students will take the CERT assessment three times a year and work towards improving identified skill deficits

#### o Targeting of At-Risk Seniors

- 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.
- 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.

#### o Reading and/or Writing in every classroom every day, linked with ACT goals and strategies.

- All classrooms will read and/or write in their classroom, in their content area on a daily basis.
- Teachers will receive multiple trainings and supports in locating appropriate grade level passages and developing ACT quality questions

#### o School Wide Progress Monitoring of Student Performance in the areas of English and Math

- All core ELA and Math classes will design and utilize ACT like assessments 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)

- All students will take CERT three times annually. ELA and Math classes will use CERT data to analyze specific skill deficits. ELA and Math classes will utilize the CERT program to work on specific skill deficits with each student individually.

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o Non-ELA/Math classes will utilize reading/writing strategies or data/math type ACT activities each day. ACT like assessments and CERT will be utilized to discover each student's specific skill deficits. Instruction will then be adjusted in classrooms to address these deficits.

- 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.

o School Wide Recognition Program for College and Career Ready Students

- 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.

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

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

- 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.

o Walkthroughs and Evaluations

- Principals will be in all classrooms a minimum of once a month. Lead teacher in each department will also perform classroom walks.

- Teachers will receive regular feedback and coaching on how to increase the rigor and engagement in their classrooms. Teachers who are performing at an ineffective or beginning level will receive a higher level of support in order to reach proficiency.

# **CSIP Goals 2016-2017**

## **Overview**

### **Plan Name**

CSIP Goals 2016-2017

### **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	Proficiency	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$8000
2	Graduation Rate	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$62000
3	Tell Survey Goal	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Program Reviews	Objectives: 3 Strategies: 3 Activities: 7	Organizational	\$0
5	College and Career Readiness	Objectives: 2 Strategies: 5 Activities: 12	Organizational	\$35000
6	GAP Goal	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
7	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	GAP Novice Reduction	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$55000

## Goal 1: Proficiency

### Measurable Objective 1:

collaborate to increase the combined percentage of reading and math proficiency for all students from 54.3% in 2016 to 57.4% by 10/01/2017 as measured by EOC assessments in Math and Reading.

### Strategy 1:

Response to Intervention Classes - Reading - 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 CERT 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 CERT assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their junior year.

Category: Continuous Improvement

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on CERT or MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

Activity - 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	08/17/2016	05/31/2017	\$0	No Funding Required	Department Heads and Principals

### Strategy 2:

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

Category: Continuous Improvement

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student's performance on CERT or MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Department heads, counselors, SBDM, and principal.
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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	08/17/2016	05/31/2017	\$0	No Funding Required	Dept Heads and Principals

### Strategy 3:

Utilization of CERT Testing and Resources - Teachers in Math, English, Science, and Social Studies in grades 9-12 will implement CERT testing and utilization of the CERT resources throughout the school year.

Category: Continuous Improvement

Research Cited: See CERT website--<https://certforschools.com/about>

Activity - Practice Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester, students in Math, English, Science, and Social Studies (reading portion), will participate in a practice ACT assessment through CERT. The data from the CERT assessments will provide information on the student's skill base.	Academic Support Program	08/17/2016	05/31/2017	\$8000	School Council Funds, District Funding	Dept Heads, Teachers, Admin team.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After administering an ACT like CERT assessment, students and teachers will utilize learning pathways and related classroom exercises to target specific identified skills in order to improve student performance for College Readiness.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Dept Heads, individual teachers, and admin team

### Strategy 4:

Best Practice Reading and Thinking Strategies - Teachers school wide will utilize specific best practice reading and thinking strategies (Marking and annotating text; Accountable Talk; Collaborative Learning). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.

Category: Continuous Improvement

Research Cited: See research related to Kenton County Professional Practices Rubric

Activity - Reading and Analyzing Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In all classes teacher will expose students to content appropriate readings and lead them through activities which focus on students ability to critically read, annotate, and analyze the text.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Individual Teachers, Dept Heads, and Principals
<b>Activity - Accountable Talk Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
In all classes teacher will expose students to content appropriate discussion while utilizing accountable talk strategies to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Individual Teachers, Dept Heads, and Principals
<b>Activity - Collaborative Learning Activities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
In all classes teacher will utilize collaborative learning activities to facilitate content appropriate discussion in order to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Individual Teachers, Dept Heads, and Principals

## Goal 2: Graduation Rate

### Measurable Objective 1:

collaborate to increase Five Year Graduation Rate from 91.6% in 2016 to 94.5% by 09/01/2017 as measured by Five Year 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: Persistence to Graduation

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

<b>Activity - FLY Advisor/Advisee</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers, FLY Coordinator, Assistant Principal and FRYSC.
<b>Activity - PASS Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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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.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	PASS coordinator and assistant principal.
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### 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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$0	No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

### Strategy 3:

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

Category: Persistence 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	08/17/2016	05/31/2017	\$60000	School Council Funds, General Fund	SWS Teacher, counselors, and principals

## Goal 3: Tell Survey Goal

### Measurable Objective 1:

collaborate to increase the percentage of teachers who agree within each component of school leadership from 77.2% in 2015 to 82.2 through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/26/2017 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	08/17/2016	05/31/2017	\$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 PBIS 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, Diversity, and its implementation at Scott High School.	Behavioral Support Program	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$0	No Funding Required	Assistant Principal

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Activity - Descriptors of Quality Instruction	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 strategies to be used by all teachers.	Professional Learning	08/17/2016	05/31/2017	\$0	No Funding Required	Principals and department heads

## Goal 4: Program Reviews

### Measurable Objective 1:

collaborate to maintain the current level of performance of proficiency for student writing May 2016 by 05/31/2017 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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$0	No Funding Required	Writing Cluster Leader and Principal

### Measurable Objective 2:

collaborate to maintain the current level of performance of proficiency on the VPA program review in May 2016 by 05/31/2017 as measured by VPA 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.

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Category: Continuous Improvement

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	08/17/2016	05/31/2017	\$0	No Funding Required	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant (Visual and Performing Arts Consultant).

Activity - VPA 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. VPA teachers and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	VPA Teachers and Principal

### Measurable Objective 3:

collaborate to maintain the current level of student performance of proficiency in Practical Living and Vocational Studies in May 2016 by 05/31/2017 as measured by 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: Continuous Improvement

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.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Principal, PLCS specialty teachers, and district consultant.

Activity - PLVS Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Academic Support Program	08/17/2016	05/17/2017	\$0	No Funding Required	PLCS teachers and principals.
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## Goal 5: College and Career Readiness

### Measurable Objective 1:

collaborate to increase the percentage of seniors who achieve College and Career Readiness from 72.3% in 2016 to 75% by 05/31/2017 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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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

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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	08/17/2016	05/31/2017	\$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 regularly (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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Department Heads and District Level Consultants

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## 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.

Category: Career Readiness Pathways

Research Cited: Career Pathways

Activity - Green Engineering Pathway Feeder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue feeder classes in the energy pathway which replaced the required freshman level integrated science classes and is the initial class for students planning on attending the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$0	No Funding Required	Principal, Science Dept head, District Consultants

Activity - Structural Engineering and Robotics Engineering Feeder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue a pre-engineering class which will build student interest and enrollment in Structural Engineering and Robotics Engineering pathways within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$5000	School Council Funds	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
Continuation of Informatics and Media Arts pathway feeder classes which will start students on a career pathway for completion through the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$5000	School Council Funds	Principal, district consultants.

## Measurable Objective 2:

collaborate to increase the number of dual credits obtained by Scott High School students from 409 in 2015-2016 to 500 by 05/31/2017 as measured by then number of dual credits obtained..

## Strategy 1:

Dual Credit Options - Scott will establish a college and career center and increase options for students to take dual credit classes on and off campus.

Category: Continuous Improvement

Activity - College and Career Center with Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A college and career coordinator will organize and run a college and career center located at the school. The College and Career Center will function as a location for dual credit students and academy students to study, work together, and learn how to successfully transition to a post-secondary educational setting. The College and Career Coordinator will implement, monitor, and make adjustments as needed. The College and Career Coordinator, with the assistance of principals, counselors, and the FRYSC will implement activities to expose and recruit students into dual credit and academy programs.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	College and Career Coordinator, Counselors, FRYSC, Principals
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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	08/17/2016	05/31/2017	\$0	No Funding Required	Qualified Teachers, Counselors, FRYSC, College and Career Coordinator

## Goal 6: GAP Goal

### Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished for GAP students in reading from 42.2% in May 2016 to 55.6% by 05/26/2017 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 CERT 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 CERT 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
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Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Department heads, counselors, SBDM, and principal
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### Measurable Objective 2:

collaborate to increase the percentage of proficient/distinguished for GAP students in math from 29.9 % in May 2016 to 44.1% by 05/26/2017 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 CERT 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 CERT 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 CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

## Goal 7: Wellness Plan

### Measurable Objective 1:

collaborate to construct a school wellness policy to 100% by 05/31/2017 as measured by SBDM minutes and policies..

### Strategy 1:

Wellness Policy Awareness Plan - Leadership will work with SBDM to develop a Scott High School Wellness Policy.

Category: Management Systems

Activity - Wellness Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SBDM will review wellness policies and propose a wellness policy for approval.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Principal and SBDM
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## Goal 8: GAP Novice Reduction

### Measurable Objective 1:

collaborate to reduce the overall percentage of novice for non-duplicated GAP in reading and math from 32.8% in 2016 to 29.4% by 05/31/2017 as measured by English II and Algebra II EOC Assessments.

### Strategy 1:

Response to Intervention Classes - Incoming freshmen, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their sophomore year. Upcoming juniors, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their junior year.

Category: Continuous Improvement

Activity - Math Transitional Classes for 9 and 10	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students below proficiency in Math in 9th and 10th grade will be participate in a half credit transitional class in addition to their regular required math classes. In these transitional classes, students will work specifically on their numeracy fluency.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Department heads, transitional math teachers, counselors, SBDM, and principal

Activity - Read 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen and sophomore students who are reading significantly below grade level according to their performance on an SRI assessment, will be scheduled into the school's read 180 program to focus on reading ability. In conjunction with 3 teachers (two English teachers and one special education collaborator), students experience targeted instruction toward improved reading skills.	Academic Support Program	08/17/2016	05/31/2017	\$55000	District Funding, School Council Funds	Read 180 teachers, principal.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/17/2016	05/31/2017	\$50000	SWS Teacher, counselors, and principals
<b>Total</b>					\$50000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Learning Activities	In all classes teacher will utilize collaborative learning activities to facilitate content appropriate discussion in order to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0	Individual Teachers, Dept Heads, and Principals
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	08/19/2015	05/27/2016	\$0	Department Heads and District Level Consultants
RTI Scheduling	Student's performance on CERT or MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/17/2016	05/31/2017	\$0	Department heads, counselors, SBDM, and 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	08/17/2016	05/31/2017	\$0	Counselor, Department heads.
PLC	Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	Principal
Descriptors of Quality Instruction	Teachers and administration will collaborate to adjust, define, and implement common instructional strategies to be used by all teachers.	Professional Learning	08/17/2016	05/31/2017	\$0	Principals and department heads

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College and Career Center with Coordinator	A college and career coordinator will organize and run a college and career center located at the school. The College and Career Center will function as a location for dual credit students and academy students to study, work together, and learn how to successfully transition to a post-secondary educational setting. The College and Career Coordinator will implement, monitor, and make adjustments as needed. The College and Career Coordinator, with the assistance of principals, counselors, and the FRYSC will implement activities to expose and recruit students into dual credit and academy programs.	Academic Support Program	08/17/2016	05/31/2017	\$0	College and Career Coordinator, Counselors, FRYSC, Principals
RTI Scheduling	Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0	Department heads, counselors, SBDM, and 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.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	PASS coordinator and assistant principal.
Reading and Analyzing Text	In all classes teacher will expose students to content appropriate readings and lead them through activities which focus on students ability to critically read, annotate, and analyze the text.	Academic Support Program	08/17/2016	05/31/2017	\$0	Individual Teachers, Dept Heads, and Principals
RTI Scheduling	Student's performance on CERT or MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/17/2016	05/31/2017	\$0	Department heads, counselors, SBDM, and 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	08/17/2016	05/31/2017	\$0	Assistant Principal
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	08/17/2016	05/31/2017	\$0	Principal, Department Heads, District Level Consultants.
Teacher Training	Departments will receive training in using quality text specific to the content area which they teach.	Academic Support Program	08/17/2016	05/31/2017	\$0	Principal, Department Heads, and District Level Consultants.

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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	08/17/2016	05/31/2017	\$0	Writing Cluster Leader and Principal
RTI Scheduling	Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0	Department heads, counselors, SBDM, and principal
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	08/17/2016	05/31/2017	\$0	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant (Visual and Performing Arts Consultant).
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	08/17/2016	05/31/2017	\$0	Department heads, lead teachers, and district consultants.
Green Engineering Pathway Feeder	Continue feeder classes in the energy pathway which replaced the required freshman level integrated science classes and is the initial class for students planning on attending the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$0	Principal, Science Dept head, District Consultants
Accountable Talk Strategies	In all classes teacher will expose students to content appropriate discussion while utilizing accountable talk strategies to facilitate high levels of student thinking.	Academic Support Program	08/17/2016	05/31/2017	\$0	Individual Teachers, Dept Heads, and Principals
Principal-Teacher Interactions	Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	Principals
Manipulation and Interactions with Text	Each class will interact with text regularly (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	08/17/2016	05/31/2017	\$0	Department Heads and District Level consultants.

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PLVS 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.	Academic Support Program	08/17/2016	05/17/2017	\$0	PLCS teachers and principals.
Wellness Committee Meetings	SBDM will review wellness policies and propose a wellness policy for approval.	Academic Support Program	08/17/2016	05/31/2017	\$0	Principal and SBDM
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	08/17/2016	05/31/2017	\$0	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.
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.	Academic Support Program	08/17/2016	05/31/2017	\$0	Principal, PLCS specialty teachers, and district consultant.
PLC	Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/17/2016	05/31/2017	\$0	Writing Cluster Leader
Targeted Instruction	After administering an ACT like CERT assessment, students and teachers will utilize learning pathways and related classroom exercises to target specific identified skills in order to improve student performance for College Readiness.	Academic Support Program	08/17/2016	05/31/2017	\$0	Dept Heads, individual teachers, and admin team
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	08/17/2016	05/31/2017	\$0	Counselor and Department Heads
VPA Documentation and Feedback	Teachers will document learning experiences which are available to our students. VPA teachers and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Academic Support Program	08/17/2016	05/31/2017	\$0	VPA Teachers and Principal
Math Transitional Classes for 9 and 10	Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students below proficiency in Math in 9th and 10th grade will be participate in a half credit transitional class in addition to their regular required math classes. In these transitional classes, students will work specifically on their numeracy fluency.	Academic Support Program	08/17/2016	05/31/2017	\$0	Department heads, transitional math teachers, counselors, SBDM, and principal
Opening Day	Teachers will experience introduction, practice, and discussion on PBIS, Diversity, and its implementation at Scott High School.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	Principal

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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	08/17/2016	05/31/2017	\$0	Qualified Teachers, Counselors, FRYSC, College and Career Coordinator
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	08/17/2016	05/31/2017	\$0	Teachers, FLY Coordinator, Assistant Principal and FRYSC.
Activity - 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	08/17/2016	05/31/2017	\$0	Department Heads and Principals
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	08/17/2016	05/31/2017	\$0	Dept Heads and Principals
<b>Total</b>					<b>\$0</b>	

## 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	08/17/2016	05/31/2017	\$25000	Principal, SBDM, and department heads
Informatics and Media Arts Feeder Classes	Continuation of Informatics and Media Arts pathway feeder classes which will start students on a career pathway for completion through the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$5000	Principal, district consultants.
Read 180 Classes	Freshmen and sophomore students who are reading significantly below grade level according to their performance on an SRI assessment, will be scheduled into the school's read 180 program to focus on reading ability. In conjunction with 3 teachers (two English teachers and one special education collaborator), students experience targeted instruction toward improved reading skills.	Academic Support Program	08/17/2016	05/31/2017	\$40000	Read 180 teachers, principal.
Structural Engineering and Robotics Engineering Feeder	Continue a pre-engineering class which will build student interest and enrollment in Structural Engineering and Robotics Engineering pathways within the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$5000	Principal, Science Department Head, District consultants.

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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	08/17/2016	05/31/2017	\$2000	Principal
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	08/17/2016	05/31/2017	\$10000	SWS Teacher, counselors, and principals
Practice Tests	Each trimester, students in Math, English, Science, and Social Studies (reading portion), will participate in a practice ACT assessment through CERT. The data from the CERT assessments will provide information on the student's skill base.	Academic Support Program	08/17/2016	05/31/2017	\$4000	Dept Heads, Teachers, Admin team.
<b>Total</b>					\$91000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Classes	Freshmen and sophomore students who are reading significantly below grade level according to their performance on an SRI assessment, will be scheduled into the school's read 180 program to focus on reading ability. In conjunction with 3 teachers (two English teachers and one special education collaborator), students experience targeted instruction toward improved reading skills.	Academic Support Program	08/17/2016	05/31/2017	\$15000	Read 180 teachers, principal.
Practice Tests	Each trimester, students in Math, English, Science, and Social Studies (reading portion), will participate in a practice ACT assessment through CERT. The data from the CERT assessments will provide information on the student's skill base.	Academic Support Program	08/17/2016	05/31/2017	\$4000	Dept Heads, Teachers, Admin team.
<b>Total</b>					\$19000	

## **Phase II - KDE Assurances - Schools**

## **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.	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
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.	N/A		

# Comprehensive School Improvement Plan

Scott High School

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

# Comprehensive School Improvement Plan

Scott High School

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
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.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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.	Yes		

# Comprehensive School Improvement Plan

Scott High School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	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.	Yes		

# Comprehensive School Improvement Plan

Scott High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

## **Phase II - KDE Compliance and Accountability - 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 TELLKY 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 from 77.2% in 2015 to 82.2 through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/26/2017 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 PBIS and Love and Logic. It will be taught, practiced, and adjusted regularly with staff and students.

Category: Professional Learning & Support

Research Cited:

Activity - Descriptors of Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will collaborate to adjust, define, and implement common instructional strategies to be used by all teachers.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Principals and department heads

Activity - Opening Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will experience introduction, practice, and discussion on PBIS, Diversity, and its implementation at Scott High School.	Behavioral Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principals

# Comprehensive School Improvement Plan

Scott High School

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Assistant 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

N/A (this question does not apply)

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

GAP Goal

## Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished for GAP students in math from 29.9 % in May 2016 to 44.1% by 05/26/2017  
SY 2016-2017

# Comprehensive School Improvement Plan

Scott High School

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 CERT 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 CERT 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 CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Department heads, counselors, SBDM, and principal

## Measurable Objective 2:

collaborate to increase the percentage of proficient/distinguished for GAP students in reading from 42.2% in May 2016 to 55.6% by 05/26/2017 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 CERT 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 CERT 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 CERT or MAP will determine placement into classes specific to their current performance level. Students performing below benchmark will receive an additional trimester (72 hours) of instruction.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Department heads, counselors, SBDM, and principal

**Comprehensive School Improvement Plan**

Scott High School

**Goal 2:**

GAP Novice Reduction

**Measurable Objective 1:**

collaborate to reduce the overall percentage of novice for non-duplicated GAP in reading and math from 32.8% in 2016 to 29.4% by 05/31/2017 as measured by English II and Algebra II EOC Assessments.

**Strategy1:**

Response to Intervention Classes - Incoming freshmen, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their sophomore year. Upcoming juniors, who are predicted to be performing below proficient in reading or math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English and/or Math instruction during their junior year.

Category: Continuous Improvement

Research Cited:

Activity - Read 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen and sophomore students who are reading significantly below grade level according to their performance on an SRI assessment, will be scheduled into the school's read 180 program to focus on reading ability. In conjunction with 3 teachers (two English teachers and one special education collaborator), students experience targeted instruction toward improved reading skills.	Academic Support Program	08/17/2016	05/31/2017	\$15000 - District Funding \$40000 - School Council Funds	Read 180 teachers, principal.

Activity - Math Transitional Classes for 9 and 10	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student's performance on CERT or MAP will determine placement into classes specific to their current performance level. Students below proficiency in Math in 9th and 10th grade will be participate in a half credit transitional class in addition to their regular required math classes. In these transitional classes, students will work specifically on their numeracy fluency.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Department heads, transitional math teachers, counselors, SBDM, and principal

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

**Goal 1:**

Graduation Rate

# Comprehensive School Improvement Plan

Scott High School

## Measurable Objective 1:

collaborate to increase Five Year Graduation Rate from 91.6% in 2016 to 94.5% by 09/01/2017 as measured by Five Year 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: Persistence 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, FLY Coordinator, Assistant Principal 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.	Behavioral Support Program	08/17/2016	05/31/2017	\$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: Persistence 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	08/17/2016	05/31/2017	\$50000 - General Fund \$10000 - School Council Funds	SWS Teacher, counselors, and principals

### Strategy3:

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 SY 2016-2017

# Comprehensive School Improvement Plan

Scott High School

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 - 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

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	08/17/2016	05/31/2017	\$2000 - School Council Funds	Principal

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 number of dual credits obtained by Scott High School students from 409 in 2015-2016 to 500 by 05/31/2017 as measured by then number of dual credits obtained..

## Strategy1:

Dual Credit Options - Scott will establish a college and career center and increase options for students to take dual credit classes on and off campus.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Scott High School

Activity - College and Career Center with Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A college and career coordinator will organize and run a college and career center located at the school. The College and Career Center will function as a location for dual credit students and academy students to study, work together, and learn how to successfully transition to a post-secondary educational setting. The College and Career Coordinator will implement, monitor, and make adjustments as needed. The College and Career Coordinator, with the assistance of principals, counselors, and the FRYSC will implement activities to expose and recruit students into dual credit and academy programs.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	College and Career Coordinator, Counselors, FRYSC, Principals

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Qualified Teachers, Counselors, FRYSC, College and Career Coordinator

## Measurable Objective 2:

collaborate to increase the percentage of seniors who achieve College and Career Readiness from 72.3% in 2016 to 75% by 05/31/2017 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.

Category: Career Readiness Pathways

Research Cited: Career Pathways

Activity - Structural Engineering and Robotics Engineering Feeder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue a pre-engineering class which will build student interest and enrollment in Structural Engineering and Robotics Engineering pathways within the Kenton County Academies of Innovation and Technology.	Career Preparation/ Orientation	08/17/2016	05/31/2017	\$5000 - School Council Funds	Principal, Science Department Head, District consultants.

Activity - Green Engineering Pathway Feeder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue feeder classes in the energy pathway which replaced the required freshman level integrated science classes and is the initial class for students planning on attending the Kenton County Academies of Innovation and Technology.	Career Preparation/ Orientation	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal, Science Dept head, District Consultants

# Comprehensive School Improvement Plan

Scott High School

Activity - Informatics and Media Arts Feeder Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuation of Informatics and Media Arts pathway feeder classes which will start students on a career pathway for completion through the Kenton County Academies of Innovation and Technology.	Career Preparation/Orientation	08/17/2016	05/31/2017	\$5000 - School Council Funds	Principal, 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 - 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	08/17/2016	05/31/2017	\$25000 - School Council Funds	Principal, SBDM, and department heads

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Counselor 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	08/17/2016	05/31/2017	\$0 - No Funding Required	Counselor, Department heads.

## Strategy3:

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

# Comprehensive School Improvement Plan

Scott High School

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal, Department Heads, District Level Consultants.

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Department Heads and District Level Consultants

## Strategy4:

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 - Manipulation and Interactions with Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will interact with text regularly (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	08/17/2016	05/31/2017	\$0 - No Funding Required	Department Heads and District Level consultants.

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal, Department Heads, and District Level Consultants.

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

## Goal 1:

Program Reviews

## Measurable Objective 1:

collaborate to maintain the current level of performance of proficiency on the VPA program review in May 2016 by 05/31/2017 as measured SY 2016-2017

# Comprehensive School Improvement Plan

Scott High School

by VPA 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: Continuous Improvement

Research Cited:

Activity - VPA 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. VPA teachers and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	VPA Teachers and Principal

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant (Visual and Performing Arts Consultant).

## Measurable Objective 2:

collaborate to maintain the current level of performance of proficiency for student writing May 2016 by 05/31/2017 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:

# Comprehensive School Improvement Plan

Scott High School

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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$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	08/17/2016	05/31/2017	\$0 - No Funding Required	Writing Cluster Leader and Principal

### Measurable Objective 3:

collaborate to maintain the current level of student performance of proficiency in Practical Living and Vocational Studies in May 2016 by 05/31/2017 as measured by Practical Living and Vocational Studies Program Review.

### Strategy1:

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: Continuous Improvement

Research Cited:

Activity - PLVS 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.	Academic Support Program	08/17/2016	05/17/2017	\$0 - No Funding Required	PLCS teachers and principals.

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.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Principal, PLCS specialty teachers, and district consultant.



# **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?**

### 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 940 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.

Currently, Scott High School is experiencing a rebound in student enrollment due in part to improved community access. There is a significant amount of development in progress in the area which was sparked by the completion of a multi-million dollar project which transformed Hwy. 16 from a two lane winding back road to a state of the art four lane highway. The rerouting of this new and improved road offers drivers an unobstructed view of Scott High School. The current view of Scott High School from the new highway is fortuitous, as Scott High School will soon continue with phase 4 of a multi-million dollar renovation. 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 was recently completed that resulted in a modernized media center/library, eco-friendly kitchen/cafeteria, and college level science rooms. The final Phase of construction, currently scheduled for completion in the fall of 2019 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

## 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 CERT 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 ACT scores, which play a role in each student's College and Career Readiness.

In response to a huge increase in student interest and participation of college and career options, this year Scott High School opened and staffed a College and Career Ready Center within the school to facilitate the students successful transition to post-secondary education. In the fall of 2016, over 100 Scott High School students (11%) were enrolled in dual credit classes and over 200 students (21%) were involved in career pathways.

Scott currently showcases two separate P-21 initiatives, Senior Projects and Renaissance Academy. Senior Project is an internship type program which allows students to research, practice, and participates 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 seven Governor's Scholars who took part in the state's recognized program for high achieving students. Scott has many strong teachers and staff which includes a National Board certified teacher, ten teachers who are involved directly with the Gates sponsored Learning by Design and Math Design Collaborative. For two of the last four 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 12 years. During that time we've been nominated many times in several categories, and was awarded runner-up in Kentucky Theater Association the Northern Ky/Greater Cincinnati area for 2016 and was nominated for 7 cappies awards. Scott continues to have a strong music program. In 2016, Multiple students have been accepted into the KMEA All-State choirs, advanced to 2nd round auditions for KMEA All-State band, been accepted to the 2016 University of Louisville Honor Band, and been accepted to the 2016 Xavier Honor Bands and Choirs. The Academic Team placed 3rd in quick recall, 2nd in Future Problem Solving and 3rd place overall at District's Governor's Cup. 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 (3rd in school history, 1988), 37th District Champs, 23-12 record. We had 2 players named to the 3rd team All-State. Scott High School Volleyball team won the 37th district tournament and were the 10th region champ and was recognized for the Team Academic Award (our team GPA has been about a 3.8/3.9 for the last 4 years). Our girls' basketball team were district runner's up and regional runner-ups in 2015. Boy's basketball has won the District tournament, five out of the last nine years. In 2016, the Boy's team has made it to the Regional Final's 2 out of the last 4 years and named the all time win coach and new scoring leader for the school. Scott High School's football team completed another competitive season, which earned a playoff berth for the 7th straight year. Scott High School's cheerleaders had another strong showing with spring-state STUNT champs, fall-- KHSAA region champs and NHSCC qualifier where they will be competing at World Disney World.



## **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 Teams

Cappies

Drama Club/Auditorium schedule

Environmental Club

E-Wise

Forensic Club

French Club

French National Honor Society

Freshmen Student Council

German Club

German National Honor Society

Gifted/Talented

Hanner's Heroes

Junior Statesmen of America

Junior Student Council

Key Club

National Art Honor Society

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SY 2016-2017

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# Comprehensive School Improvement Plan

Scott High School

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National Honor Society

Philosophy Club

Science Olympiad

Senior Student Council

Sophomore Student Council

Spanish Club

Spanish National Honor Society

STLP

Student Council