



KENTUCKY COMMUNITY SCHOOLS

Building a **GROUNDWELL**

in partnership with the Prichard Committee

“Our vision is to unite students, families, and communities, fostering pride, leadership, and academic excellence through strong relationships and inclusive practices.”

Scott County Board of Education

Southern Elementary School Action Plan Snapshot

1. Population, Desired Results, and Indicators

ALL students

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

2. What is the story behind the curve?

- Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input):

Southern has seen a notable increase in parent engagement through creative communication efforts such as afternoon Car Rider Chats and morning Coffee Chats. These informal forums have provided accessible and welcoming spaces for families to connect with school staff, ask questions, and share ideas. Positive feedback has been received from a wide range of families, reflecting diverse voices who feel more informed and included in school conversations. Additionally, new faces at community-wide meetings have brought fresh perspectives and excellent ideas, strengthening collaboration and deepening the school's connection with the broader community. These efforts highlight a growing culture of trust, transparency, and shared ownership in student success.

- Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input):

While Southern has made strong progress in parent engagement, attendance and reading scores remain areas of concern. These challenges continue to guide our focus, with targeted strategies in place to improve student attendance and strengthen reading achievement. Through ongoing family support, intervention programs, and community partnerships, we are committed to addressing these needs and ensuring every student has the opportunity to succeed.

Area of Concern #1: School Wide Reading Deficit		
Strategy #1: Reading Learning Lab		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
The objective of the Reading Lab is to support students in building foundational reading skills and growing their confidence as readers in a structured, supportive after-school environment. Through targeted instruction and engaging activities, the program aims to help students make steady progress toward grade-level reading while fostering a love for literacy.	The Reading Lab will launch this Fall for 3rd–5th grade students needing reading support. Over the summer, we’ll identify teacher leads and community partners, followed by training to ensure effective implementation. A Spring session will continue services and welcome new students, providing year-round literacy support with strong planning and collaboration.	<ul style="list-style-type: none"> •Jill Ingram- Possible Reading Program Coach for Partners • Possible Partnership with BCTC or Next Level Learning to Create a Sustainable Program • Laura Beard-CIPL
Strategy #2: Kindergarten Prep Program		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
Kindergarten Camp in Partnership with Incoming Kindergarten Family Learning Walks and Kindergarten Readiness Kits to fully inform parents on the requirements and connections to kindergarten content for early intervention.	From March to May, Kindergarten Learning Walks will welcome incoming families to observe classrooms and ease the transition. In June, a Parent Meeting will introduce the Kindergarten Readiness Kit and offer preparation guidance. August will feature a Kindergarten Camp with Brigance assessments, helping students build readiness skills while parents receive personalized support plans.	<ul style="list-style-type: none"> •Alex Page-Lakeshore Learning •Scott Turner-Scott County Preschool

Strategy #3: Reading 1-to-1 Program		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
Reading 1-to-1 pairs 1st and 2nd grade students with trained reading partners for individualized support in fluency, comprehension, and confidence. This targeted, consistent practice builds foundational skills and fosters a love for reading during critical early years.	The program launches in August with volunteer training, followed by yearlong support for selected 1st and 2nd graders starting in early fall. A February training adds new partners and refreshes current ones, allowing new students to join for a spring session—offering flexible, ongoing literacy support through May.	Local Churches, Local Businesses & Local Community Partners

Area of Concern #2: Chronic Absenteeism		
Strategy #1: Southern Community Clinic		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
Southern Community Clinic opening in the fall of the 2025-2026 school year	The MOA will be approved at a spring SCS Board Meeting (either April or May). Once the MOA is board approved, we will partner with Georgetown Community Hospital to create a public relations campaign to help educate our families on the community clinic. The community clinic is set to open in fall of 2025.	<ul style="list-style-type: none"> • Bridget Foster at Georgetown Community Hospital • Coleen Rice Head Nurse at Scott County Schools
Strategy #2: Family Attendance Award System		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners

<p>The objective of the Family Attendance Incentive Program is to encourage consistent school attendance by recognizing and rewarding families for their commitment to getting students to school on time, every day. The program aims to build positive attendance habits, strengthen the home-school connection, and highlight the impact of regular attendance on academic success.</p>	<p>Family Attendance Incentive Program is to improve student attendance by actively engaging and incentivizing parents and caregivers. By offering recognition, rewards, or support to families whose students show improved or consistent attendance, the program encourages a shared commitment to getting students to school every day, on time. This approach strengthens the partnership between home and school while reinforcing the critical role families play in student success.</p>	<p>Local Businesses KY-ASAP</p>
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<p>Strategy #3: Summer Heart-to-Heart Visits for Truant Families</p>		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>Summer Heart to Heart visits aim to build trust with families facing chronic absenteeism by meeting them at home, listening with compassion, and offering support. These personal connections help address attendance barriers and encourage a fresh start for the new school year.</p>	<p>Schedule Heart-to-Heart visits for truant families either one-on-one or in groups of parents.</p>	<ul style="list-style-type: none"> •FRYSC Coordinator •Local Leadership Team Members

<p>Area of Concern #3: Social Emotional Learning</p>		
<p>Strategy #1: Mental Health Days</p>		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>The objective of Mental Health Days is to support student well-being by providing intentional time for rest, emotional reset, and mental wellness without</p>	<p>From July to May, students will engage in themed Mental Health Days each quarter. Topics include self-care and back-to-school transitions (Q1), emotional</p>	<ul style="list-style-type: none"> •Mountain Comp Care •New Vista •The Ridge

<p>academic penalty. These days aim to reduce stress, promote self-awareness around emotional health, and normalize conversations about mental health. By acknowledging the importance of balance and self-care, the initiative helps students build resilience and return to school better prepared to learn and engage.</p>	<p>awareness and holiday stress (Q2), goal setting and empathy (Q3), and stress management with year-end reflection (Q4)—promoting wellness throughout the school year.</p>	<ul style="list-style-type: none"> •Local Therapist •Marshall Pediatrics •Yoga •Community Partners
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Strategy #2: Young Male Leaders Mentoring Group

Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>This mentoring group supports 3rd and 4th grade boys in building leadership, confidence, and character through guided mentorship. It fosters positive identity, responsible decision-making, and respectful relationships in a safe, supportive space.</p>	<p>Launching in Spring 2025, the program begins with student selection, mentor pairing, and orientation. Weekly sessions for 3rd and 4th grade boys will focus on leadership and team building. Summer programming will continue in select settings, and the group will expand in Fall 2025 with ongoing mentorship, academic support, service learning, and celebrations of growth.</p>	<ul style="list-style-type: none"> •Leonard Bredwood-Georgetown Men's Association

Strategy #3: Young Female Leaders Mentoring Group

Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>This mentoring group supports 3rd and 4th grade girls in building leadership, confidence, and strong character through guided mentorship. It promotes self-respect, positive identity, and personal growth in a safe, supportive space.</p>	<p>This group empowers 3rd and 4th grade girls by building confidence, leadership, and self-worth through mentorship, activities, and discussions. It fosters resilience, positive relationships, and strong social-emotional skills in a safe, supportive environment.</p>	<ul style="list-style-type: none"> •Deborah Black-Girl Scout through Grant

<p>Strategy #4: High School Bigs Program</p>		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>In partnership with Big Brothers Big Sisters, this program pairs high school mentors with elementary students for one-on-one relationships that build trust, confidence, and growth. Elementary students gain role models and support, while high schoolers develop leadership, empathy, and community connection.</p>	<p>After MOA approval in March, planning began with training prep and program expectations. Next, scheduling will be coordinated with the high school leadership teacher. Once finalized, high school mentors will be matched with elementary students, launching impactful, one-on-one mentoring relationships.</p>	<ul style="list-style-type: none"> •Justin Posey-Toyota •Big Brothers/Big Sisters Program •Great Crossing High School Leadership Class