



KDE Comprehensive School Improvement Plan

Grant County High School
Grant County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Plan for KDE Comprehensive School Improvement Plan

Overview 10

Goals Summary 11

Goal 1: Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1 12

Goal 2: Grant County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 55.1.% in the 2016-2017 school year 13

Goal 3: Grant County High School will increase the averaged combined reading and math scores from 43% to 60.1% in the 2016-2017 school year 14

Goal 4: Grant County High School will increase the Graduation Rate from 90.1 to 97.3 in the 2016-2017 school year 15

Goal 5: Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year 16

Activity Summary by Funding Source 20

KDE Needs Assessment

Introduction 24

Data Analysis..... 25

Areas of Strengths..... 26

Opportunities for Improvement..... 27

Conclusion..... 28

KDE Compliance and Accountability - Schools

Introduction..... 30

Planning and Accountability Requirements..... 31

KDE Assurances - School

Introduction..... 47

Assurances..... 48

The Missing Piece

Introduction..... 54

Stakeholders..... 55

Relationship Building..... 56

Communications..... 57

Decision Making..... 59

Advocacy..... 61

Learning Opportunities..... 62

Community Partnerships..... 63

Reflection..... 64

Report Summary..... 65

Improvement Plan Stakeholder Involvement

Introduction..... 67

Improvement Planning Process..... 68

School Safety Report

Introduction..... 70

School Safety Requirements..... 71

Equitable Access Diagnostic

Introduction..... 74

Needs Assessment..... 75

Equitable Access Strategies..... 76

Questions..... 78

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Grant County is a rural community which is situated halfway between Lexington, KY and Cincinnati, OH on I-75. Grant County's population is primarily caucasian. Most employment opportunities lie outside of the county with Grant County Schools being the largest employer within the county. A challenge is that we have a large transient population and a high number of students live with a guardian other than the biological parent. Currently, 58% of the student body qualifies for free/reduced lunch. An estimated 50% of the school's staff lives outside the county.

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.

The mission of Grant County High School will create positive relationships that actively engage all with rigorous, student centered instruction that results in success. The vision of Grant County High School is student success through college and career readiness.

The following groups were involved in the creation of this mission statement:

- ☐ Parental involvement committee
- ☐ Student panel
- ☐ Teacher advisory group
- ☐ Community stakeholders

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.

According to recently released state testing data, GCHS is labeled as a "Proficient" high school.

The goal of GCHS is to prepare students to successfully transition to post-secondary education and/or work-force training. This will be evaluated by the percentage of students meeting benchmarks for college/career readiness. GCHS utilizes the following assessments: COMPASS, KYOTE, ASVAB, PLAN, ACT, Work Keys, KOSSA, industry certification, Quality-Core assessments (End-of-course assessments), daily formative assessments, mock state assessments. In order to analyze student work and gather data, teachers regularly participate in on-going professional learning communities comprised of teachers, administrators, curriculum specialists, and board personnel. Teachers are also provided with professional development opportunities to build skills in modifying instruction.

Student support programs and services offered to students at GCHS include:

- ☐ YSC
- ☐ guidance office personnel
- ☐ tutoring before and after school
- ☐ school nurse
- ☐ community-based services (i.e. NorthKey)
- ☐ extracurricular and social clubs
- ☐ community group support (i.e. church outreach)
- ☐ assessment workshops (i.e. ACT preparation)
- ☐ summer school
- ☐ CTE adult education programs
- ☐ county extension office
- ☐ 4-H

In order to increase parental and community involvement, GCHS hosts open houses, "Let's Talk Turkey" community event, parent meetings, "Hay Read", and academic showcases. We also provide weekly newsletters, weekly phone calls, school marquee messages and have a variety of booster organizations.

Additional Information

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

Challenges and Opportunities of GCHS:

- o Drop-out and Retention Rate.
- o Eagle Creek Alternative Program-students are given the opportunity to graduate from the alternative program while still meeting state requirements.
- o Systematic process in place for students who desire to drop-out of school.
- o Various transition activities between grade levels and schools.
- o Addition of Career and Tech Center to increase student interest and prepare them with appropriate job skills.
- o Credit recovery.
- o ESS, parent contacts, ongoing tutoring before and after school hours.
- ∅ Students and parents lacking full understanding of state assessments and assessment scores.
- o Implementation of intervention period during the school day.
- o Parent informational meetings to educate external stakeholders about the assessments and ways to improve their student's scores.
- o Parent newsletter outing College and Career Readiness benchmarks.
- o Grade level meetings.
- o Mock assessments given to students.
- o District website.
- ∅ High number of school-wide discipline referrals.
- o Implementation of school culture/climate committee.
- o Restructuring of school-wide discipline tiers.
- o Implementation of PBIS-KYCID system.
- o Student expectations.
- o Positive-behavior incentives.
- o Teacher-based tier for handling minor discipline issues. Increased teacher supervision.
- o Increasing teacher awareness on ways to successfully gauge student comprehension.
- o Ongoing Professional development on designing and implementing daily formative assessments. Formative assessment analysis reviewed within PLCs.
- o Kagan strategies.
- ∅ Increasing parental and community involvement.
- o open houses
- o parent meetings
- o "Hay Read"
- o newsletters
- o academic showcases
- o weekly phone calls
- o school marquee messages
- o community and adult education classes

Grant County High School is very proud to be focused school-wide on college and career readiness. Our multi-million dollar area career and SY 2015-2016

technical facility offers programs in seven different fields to provide various ways for students to become college/career ready. We have also increased dual-credit opportunities and enrollment for students through relationships with Northern Kentucky University, Morehead State University, Murray State University, and Gateway KCTCS . In addition, we have witnessed continuous growth in areas such as ACT and PLAN scores. We have a high number of award-winning extracurricular activities provided to our students. Though this is a challenge, we have increased our efforts in the area of community and parental involvement and are constantly striving to build the necessary bridges between our school and the community. All of these efforts have allowed us dramatically reduce our drop-out and retention rates over the last few years.

Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan

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	Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
2	Grant County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 55.1.% in the 2016-2017 school year.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
3	Grant County High School will increase the averaged combined reading and math scores from 43% to 60.1% in the 2016-2017 school year.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
4	Grant County High School will increase the Graduation Rate from 90.1 to 97.3 in the 2016-2017 school year.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
5	Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0

Goal 1: Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1.

Measurable Objective 1:

85% of All Students will achieve college and career readiness by becoming college and career ready by their graduation in Career & Technical by 05/31/2017 as measured by KDE College and Career Readiness measures.

Strategy 1:

Individual Learning Plans - Grant County High School will utilize ILP's and grade level data files to guide college and career planning for all students through individual and/or small group counseling.

Category: Career Readiness Pathways

Research Cited: ILP

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation Preparation will take place with all current freshmen, sophomores and juniors. Every student in these grade levels will meet with an adult to examine their ILP, school data, and data relevant for future planning to determine their schedule at GCHS.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	Other	Counselors

Strategy 2:

Transition to GCHS - Grant County High School will implement effective transition activities for incoming freshmen.

Category: Career Readiness Pathways

Research Cited: Transition

Activity - High School Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming freshmen will attend school a day earlier than their peers in 10th, 11th and 12th grades. This will allow students to synthesize their new surroundings, meet teachers from all areas, and complete graduation expectation activities.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	Other	Counselors, GCHS Teachers, Administrators

Strategy 3:

Dual Credit Opportunities - Grant County High School will incorporate dual credit opportunities for students at GCHS.

Category: Continuous Improvement

Research Cited: College Readiness

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant County High School will partner with various colleges/universities for dual credit opportunities on GCHS and college campuses.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Counselors, Administrators

Goal 2: Grant County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 55.1% in the 2016-2017 school year.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by average combined reading and math proficiency ratings in the non-duplicated gap groups..

(shared) Strategy 1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0	Other	Teachers, Counselors, Administrators

Measurable Objective 2:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by average combined reading and math proficiency ratings in non-duplicated gap groups.

(shared) Strategy 1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0	Other	Teachers, Counselors, Administrators

Goal 3: Grant County High School will increase the averaged combined reading and math scores from 43% to 60.1% in the 2016-2017 school year.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by the End of Course Assessments.

(shared) Strategy 1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0	Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by End of Course Assessments.

(shared) Strategy 1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0	Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Goal 4: Grant County High School will increase the Graduation Rate from 90.1 to 97.3 in the 2016-2017 school year.

Measurable Objective 1:

95% of Twelfth grade students will improve graduation rate at Grant County High School in Career & Technical by 05/31/2017 as measured by KDE calculations for the graduation rate.

Strategy 1:

Mentor - Students that have attendance and academic issues will go through a mentorship program.

Category: Career Readiness Pathways

Research Cited: Mentoring

Activity - Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as an attendance or academic at-risk student will be given a mentor. The mentor will routinely meet with the student, check academic and attendance progress, determine issues with attendance and academics and communicate to building level administrators, YSC personnel, counselors and the DPP for next steps.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Counselors, YSC personnel, DPP, Administrators

Strategy 2:

Ongoing Counseling - Students will receive additional counseling as it relates to career pathways, postsecondary options, and long term goal setting.

Category: Continuous Improvement

Research Cited: College and Career Readiness

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCHS counselors will meet with students regularly to assist in career planning, goal setting, and create an academic track for scheduling needs.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Counselors

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will take the lead and create a drop-out prevention plan for at-risk students.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Counselors, Eagle Creek Alternative Program Director and Counselor, various staff members

Goal 5: Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year.

Measurable Objective 1:

7% of All Students will increase student growth by moving out of the novice category in Reading by 05/31/2017 as measured by novice reduction.

(shared) Strategy 1:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

Research Cited: Intervention

KDE Comprehensive School Improvement Plan

Grant County High School

Activity - Intervention Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	GCHS Staff

(shared) Strategy 2:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/Orientation, Academic Support Program, Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist

(shared) Strategy 3:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Recruitment and Retention, Academic Support Program, Professional Learning, Community Engagement, Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

KDE Comprehensive School Improvement Plan

Grant County High School

Measurable Objective 2:

7% of All Students will increase student growth by moving out of the novice category in Mathematics by 05/31/2017 as measured by novice reduction.

(shared) Strategy 1:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

Research Cited: Intervention

Activity - Intervention Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	GCHS Staff

(shared) Strategy 2:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/Orientation, Academic Support Program, Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist

(shared) Strategy 3:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Grant County High School

<p>Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.</p>	<p>Recruitment and Retention, Academic Support Program, Professional Learning, Community Engagement, Direct Instruction</p>	<p>08/01/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>GCHS Curriculum Specialist, Administrators, Teachers</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Time	Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	GCHS Staff
Professional Learning	Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Recruitment and Retention, Academic Support Program, Professional Learning, Community Engagement, Direct Instruction	08/01/2016	05/31/2017	\$0	GCHS Curriculum Specialist, Administrators, Teachers
Unit Development	Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/Orientation, Academic Support Program, Direct Instruction	08/01/2016	05/31/2017	\$0	Teachers, Curriculum Specialist
Counseling	GCHS counselors will meet with students regularly to assist in career planning, goal setting, and create an academic track for scheduling needs.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	Counselors

KDE Comprehensive School Improvement Plan

Grant County High School

Dual Credit	Grant County High School will partner with various colleges/universities for dual credit opportunities on GCHS and college campuses.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	Counselors, Administrators
Mentor	Students who are identified as an attendance or academic at-risk student will be given a mentor. The mentor will routinely meet with the student, check academic and attendance progress, determine issues with attendance and academics and communicate to building level administrators, YSC personnel, counselors and the DPP for next steps.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	Counselors, YSC personnel, DPP, Administrators
Counseling	Counselors will take the lead and create a drop-out prevention plan for at-risk students.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	Counselors, Eagle Creek Alternative Program Director and Counselor, various staff members
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0	Teachers, Counselors, Administrators
High School Transition	Incoming freshmen will attend school a day earlier than their peers in 10th, 11th and 12th grades. This will allow students to synthesize their new surroundings, meet teachers from all areas, and complete graduation expectation activities.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	Counselors, GCHS Teachers, Administrators
Operation Preparation	Operation Preparation will take place with all current freshmen, sophomores and juniors. Every student in these grade levels will meet with an adult to examine their ILP, school data, and data relevant for future planning to determine their schedule at GCHS.	Career Preparation/Orientation, Academic Support Program	08/01/2016	05/31/2017	\$0	Counselors

KDE Comprehensive School Improvement Plan

Grant County High School

Professional Development	Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

How do we get our student population to close the achievement gap in reading in math?

How do we get our students college & career ready?

How do we increase the graduation rate?

Data tells us that we are making gains with the graduation rate and college & career readiness. Data tells us that we need to work with students in reading and math.

Data doesn't tell us specifically how to address the gap in reading and math.

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?

Graduation rate increased from previous years. The College and Career Readiness numbers increased from previous years. Students are examined individually to see if they are college and career ready. Students are placed in enrichment and content courses based on individual needs. Our Career & Technology Center addition has been an asset to our students and the increase of our college and career readiness scores.

Opportunities for Improvement

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

We need to examine reading and math. We are working with all teachers in PLC meetings to increase content literacy in all classes. Student data from formative assessments and summative assessments are examined and used for next steps in instruction.

Conclusion

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

We will continue to move forward with college and career readiness and graduation rate. We will also continue to focus in the areas of reading and math. Teachers will examine student data to make changes to instruction. Students will be placed in the master schedule in their area of need.

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:

Grant County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 55.1.% in the 2016-2017 school year.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by average combined reading and math proficiency ratings in non-duplicated gap groups.

Strategy1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	Teachers, Counselors, Administrators

Measurable Objective 2:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by average combined reading and math proficiency ratings in the non-duplicated gap groups..

Strategy1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	Teachers, Counselors, Administrators

KDE Comprehensive School Improvement Plan

Grant County High School

Goal 2:

Grant County High School will increase the averaged combined reading and math scores from 43% to 60.1% in the 2016-2017 school year.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by End of Course Assessments.

Strategy1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by the End of Course Assessments.

Strategy1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Goal 3:

Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year.

KDE Comprehensive School Improvement Plan

Grant County High School

Measurable Objective 1:

7% of All Students will increase student growth by moving out of the novice category in Mathematics by 05/31/2017 as measured by novice reduction.

Strategy1:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Academic Support Program Recruitment and Retention Direct Instruction Professional Learning Community Engagement	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

Measurable Objective 2:

7% of All Students will increase student growth by moving out of the novice category in Reading by 05/31/2017 as measured by novice reduction.

Strategy1:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Recruitment and Retention Direct Instruction Community Engagement Academic Support Program Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

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:

Grant County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 55.1.% in the 2016-2017 school year.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by average combined reading and math proficiency ratings in non-duplicated gap groups.

Strategy1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	Teachers, Counselors, Administrators

Measurable Objective 2:

55% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by average combined reading and math proficiency ratings in the non-duplicated gap groups..

KDE Comprehensive School Improvement Plan

Grant County High School

Strategy1:

Professional Learning - Teachers, Counselors, and Administrators will develop a plan to intervene at-risk students. Common assessment data, RTI data, behavior, academic, and attendance data will be used to develop a plan.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet regularly to examine various forms of data to identify and develop a plan for at-risk students.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	Teachers, Counselors, Administrators

Goal 2:

Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year.

Measurable Objective 1:

7% of All Students will increase student growth by moving out of the novice category in Reading by 05/31/2017 as measured by novice reduction.

Strategy1:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/ Orientation Direct Instruction Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

Research Cited: Intervention

KDE Comprehensive School Improvement Plan

Grant County High School

Activity - Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Academic Support Program Career Preparation/ Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Staff

Strategy3:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Professional Learning Academic Support Program Recruitment and Retention Direct Instruction Community Engagement	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

Measurable Objective 2:

7% of All Students will increase student growth by moving out of the novice category in Mathematics by 05/31/2017 as measured by novice reduction.

Strategy1:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/ Orientation Direct Instruction Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Grant County High School

Research Cited: Intervention

Activity - Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Academic Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Staff

Strategy3:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Academic Support Program Direct Instruction Professional Learning Recruitment and Retention Community Engagement	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

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

Goal 1:

Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1.

Measurable Objective 1:

85% of All Students will achieve college and career readiness by becoming college and career ready by their graduation in Career & Technical by 05/31/2017 as measured by KDE College and Career Readiness measures.

Strategy1:

Transition to GCHS - Grant County High School will implement effective transition activities for incoming freshmen.

Category: Career Readiness Pathways

Research Cited: Transition

KDE Comprehensive School Improvement Plan

Grant County High School

Activity - High School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming freshmen will attend school a day earlier than their peers in 10th, 11th and 12th grades. This will allow students to synthesize their new surroundings, meet teachers from all areas, and complete graduation expectation activities.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	08/01/2016	05/31/2017	\$0 - Other	Counselors, GCHS Teachers, Administrators

Strategy2:

Dual Credit Opportunities - Grant County High School will incorporate dual credit opportunities for students at GCHS.

Category: Continuous Improvement

Research Cited: College Readiness

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will partner with various colleges/universities for dual credit opportunities on GCHS and college campuses.	Academic Support Program Career Preparation/ Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, Administrators

Strategy3:

Individual Learning Plans - Grant County High School will utilize ILP's and grade level data files to guide college and career planning for all students through individual and/or small group counseling.

Category: Career Readiness Pathways

Research Cited: ILP

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation Preparation will take place with all current freshmen, sophomores and juniors. Every student in these grade levels will meet with an adult to examine their ILP, school data, and data relevant for future planning to determine their schedule at GCHS.	Academic Support Program Career Preparation/ Orientation	08/01/2016	05/31/2017	\$0 - Other	Counselors

Goal 2:

Grant County High School will increase the Graduation Rate from 90.1 to 97.3 in the 2016-2017 school year.

Measurable Objective 1:

95% of Twelfth grade students will improve graduation rate at Grant County High School in Career & Technical by 05/31/2017 as measured by KDE calculations for the graduation rate.

Strategy1:

Mentor - Students that have attendance and academic issues will go through a mentorship program.

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Grant County High School

Category: Career Readiness Pathways

Research Cited: Mentoring

Activity - Mentor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as an attendance or academic at-risk student will be given a mentor. The mentor will routinely meet with the student, check academic and attendance progress, determine issues with attendance and academics and communicate to building level administrators, YSC personnel, counselors and the DPP for next steps.	Academic Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, YSC personnel, DPP, Administrators

Strategy2:

Ongoing Counseling - Students will receive additional counseling as it relates to career pathways, postsecondary options, and long term goal setting.

Category: Continuous Improvement

Research Cited: College and Career Readiness

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCHS counselors will meet with students regularly to assist in career planning, goal setting, and create an academic track for scheduling needs.	Academic Support Program Behavioral Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will take the lead and create a drop-out prevention plan for at-risk students.	Behavioral Support Program Academic Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, Eagle Creek Alternative Program Director and Counselor, various staff members

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

Goal 1:

Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1.

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Grant County High School

85% of All Students will achieve college and career readiness by becoming college and career ready by their graduation in Career & Technical by 05/31/2017 as measured by KDE College and Career Readiness measures.

Strategy1:

Dual Credit Opportunities - Grant County High School will incorporate dual credit opportunities for students at GCHS.

Category: Continuous Improvement

Research Cited: College Readiness

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will partner with various colleges/universities for dual credit opportunities on GCHS and college campuses.	Career Preparation/ Orientation Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, Administrators

Strategy2:

Individual Learning Plans - Grant County High School will utilize ILP's and grade level data files to guide college and career planning for all students through individual and/or small group counseling.

Category: Career Readiness Pathways

Research Cited: ILP

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation Preparation will take place with all current freshmen, sophomores and juniors. Every student in these grade levels will meet with an adult to examine their ILP, school data, and data relevant for future planning to determine their schedule at GCHS.	Academic Support Program Career Preparation/ Orientation	08/01/2016	05/31/2017	\$0 - Other	Counselors

Strategy3:

Transition to GCHS - Grant County High School will implement effective transition activities for incoming freshmen.

Category: Career Readiness Pathways

Research Cited: Transition

Activity - High School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming freshmen will attend school a day earlier than their peers in 10th, 11th and 12th grades. This will allow students to synthesize their new surroundings, meet teachers from all areas, and complete graduation expectation activities.	Behavioral Support Program Career Preparation/ Orientation Academic Support Program	08/01/2016	05/31/2017	\$0 - Other	Counselors, GCHS Teachers, Administrators

KDE Comprehensive School Improvement Plan

Grant County High School

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

Goal 1:

Grant County High School will increase the College & Career Readiness Rate from 72.5 to 87.1.

Measurable Objective 1:

85% of All Students will achieve college and career readiness by becoming college and career ready by their graduation in Career & Technical by 05/31/2017 as measured by KDE College and Career Readiness measures.

Strategy1:

Dual Credit Opportunities - Grant County High School will incorporate dual credit opportunities for students at GCHS.

Category: Continuous Improvement

Research Cited: College Readiness

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will partner with various colleges/universities for dual credit opportunities on GCHS and college campuses.	Career Preparation/ Orientation Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, Administrators

Strategy2:

Transition to GCHS - Grant County High School will implement effective transition activities for incoming freshmen.

Category: Career Readiness Pathways

Research Cited: Transition

Activity - High School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming freshmen will attend school a day earlier than their peers in 10th, 11th and 12th grades. This will allow students to synthesize their new surroundings, meet teachers from all areas, and complete graduation expectation activities.	Academic Support Program Behavioral Support Program Career Preparation/ Orientation	08/01/2016	05/31/2017	\$0 - Other	Counselors, GCHS Teachers, Administrators

Strategy3:

Individual Learning Plans - Grant County High School will utilize ILP's and grade level data files to guide college and career planning for all students through individual and/or small group counseling.

Category: Career Readiness Pathways

Research Cited: ILP

KDE Comprehensive School Improvement Plan

Grant County High School

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation Preparation will take place with all current freshmen, sophomores and juniors. Every student in these grade levels will meet with an adult to examine their ILP, school data, and data relevant for future planning to determine their schedule at GCHS.	Academic Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - Other	Counselors

Goal 2:

Grant County High School will increase the averaged combined reading and math scores from 43% to 60.1% in the 2016-2017 school year.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Mathematics by 05/31/2017 as measured by End of Course Assessments.

Strategy1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in the 2016-2017 school year in Reading by 05/31/2017 as measured by the End of Course Assessments.

Strategy1:

Literacy Professional Development - Teachers will receive professional development that is embedded in the professional learning community meetings. Teachers will have time to implement strategies and receive feedback on the implementation.

Category: Professional Learning & Support

Research Cited: Thinking Strategies

KDE Comprehensive School Improvement Plan

Grant County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to teachers in the professional learning community meetings on a regular basis. Teachers will implement literacy strategies and receive feedback from leadership support team.	Professional Learning	08/01/2016	05/31/2017	\$0 - Other	GCHS Teachers GCHS & District Curriculum Team GCHS Leadership Team

Goal 3:

Grant County High School will reduce the percent of novice students in reading and math from 34.6% to 27.7% in the 2016-2017 school year.

Measurable Objective 1:

7% of All Students will increase student growth by moving out of the novice category in Reading by 05/31/2017 as measured by novice reduction.

Strategy1:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/ Orientation Academic Support Program Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Professional Learning Recruitment and Retention Academic Support Program Direct Instruction Community Engagement	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

KDE Comprehensive School Improvement Plan

Grant County High School

Strategy3:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

Research Cited: Intervention

Activity - Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Academic Support Program Career Preparation/Orientation	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Staff

Measurable Objective 2:

7% of All Students will increase student growth by moving out of the novice category in Mathematics by 05/31/2017 as measured by novice reduction.

Strategy1:

Intervention - Students will be placed in intervention course (twenty-five minute period) based on various academic data.

Category: Continuous Improvement

Research Cited: Intervention

Activity - Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in appropriate intervention based on various forms of data. Teachers will implement literacy strategies, test taking strategies, and reinforce academic material related to specific needs.	Career Preparation/Orientation Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Staff

Strategy2:

Unit Development - Teachers will be provided guidance in the developing, revising and refining of pacing guides, standards based units and common assessments at every level.

Category: Continuous Improvement

Research Cited: Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create pacing guides, standards based units, rigorous-common assessments for courses taught at GCHS.	Career Preparation/Orientation Academic Support Program Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

KDE Comprehensive School Improvement Plan

Grant County High School

Strategy3:

Professional Learning - Teachers will obtain professional development throughout the school year in PLC meetings.

Category: Continuous Improvement

Research Cited: Professional Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant County High School will continue to provide on-going, job-embedded, research based professional learning in the following areas: Literacy Strategies, Thinking Strategies, Math Strategies, Professional Growth and Effectiveness System, Assessment Literacy, RTI Instruction, Standards Based Grading, and Science & Social Studies Standards.	Community Engagement Recruitment and Retention Academic Support Program Professional Learning Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	GCHS Curriculum Specialist, Administrators, Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	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.	Yes		

KDE Comprehensive School Improvement Plan

Grant County 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.	N/A		

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	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		

KDE Comprehensive School Improvement Plan

Grant County 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.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	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.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

KDE Comprehensive School Improvement Plan

Grant County 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.	N/A		

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.	Yes		

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		

KDE Comprehensive School Improvement Plan

Grant County 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.	Yes		

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

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?

Claudette Herald - Principal

John Sanders - Associate Principal of GCHS Career & Technology Center

Sonia Guffey - Curriculum Specialist

Jamie Kellam - Director of Secondary Education

Relationship Building

Overall Rating: 2.29

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	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.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.29

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

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

	Statement or Question	Response	Rating
3.3	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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

KDE Comprehensive School Improvement Plan

Grant County High School

	Statement or Question	Response	Rating
3.7	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: 2.0

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Grant County High School

	Statement or Question	Response	Rating
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 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).	Proficient

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	Some teachers provide additional help or strategies to novice learners in their classroom but do not inform the parents about strategies used.	Novice

Learning Opportunities

Overall Rating: 1.83

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 some information to parents to learn how to support their child's learning.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.83

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	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.

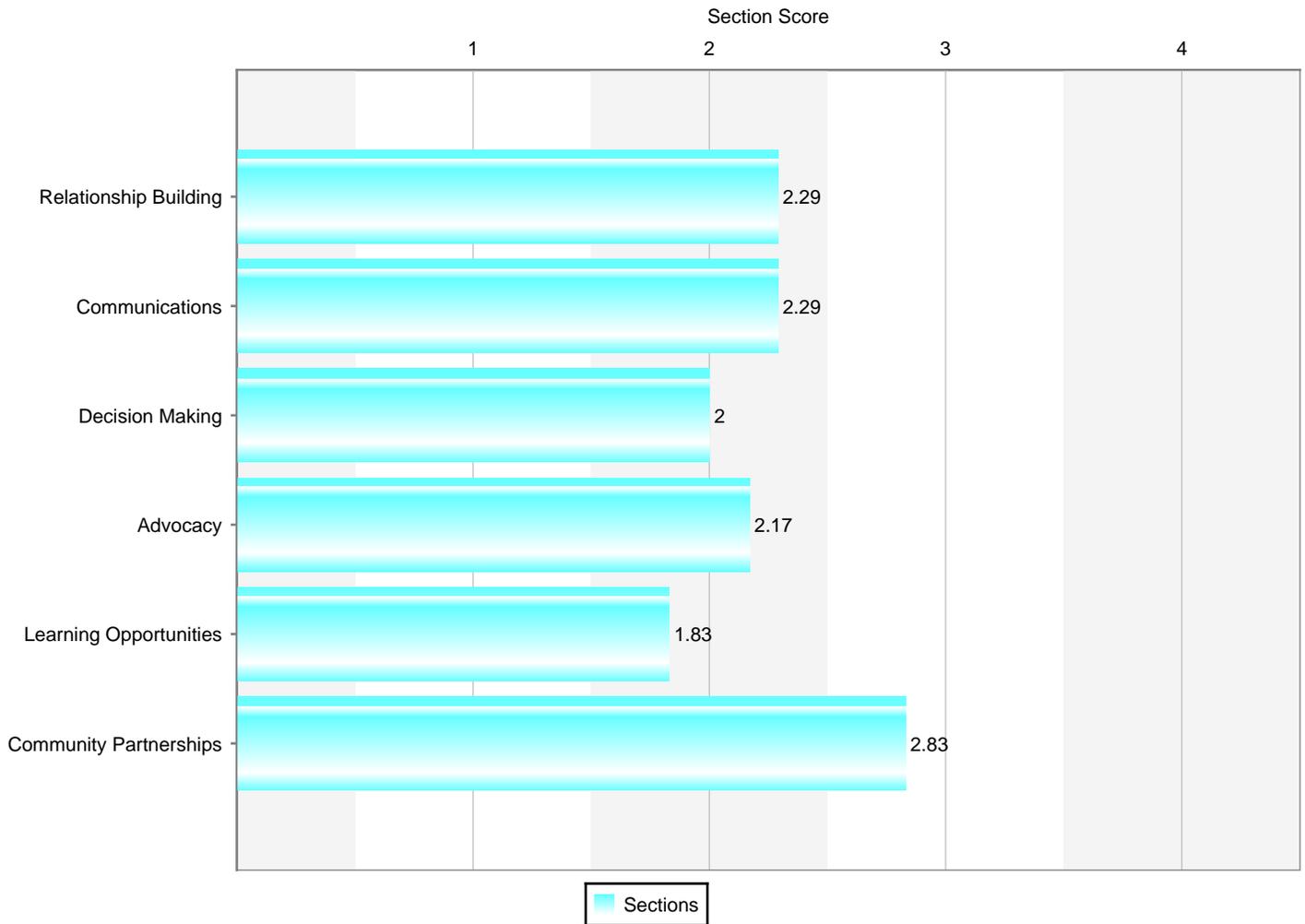
Areas of strength included business and industry relationships and involvement in the educational process, open communication with students/ staff/ administration, community education offerings at the high school, transparent & open decision making process and numerous CTE pathway offerings.

Areas of improvement include encouragement of advocacy and two-way communication in decision making processes, encourage and develop more opportunities for parental involvement, and build stronger partnerships with B&I to develop work based learning opportunities for students.

Sustainability will be achieved through intentional focus and celebration of above strengths. Improvement will be achieved through more opportunities for parental involvement, more open communication to all stakeholders, and hold two B&I advisory committee meetings for all CTE pathways.

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.

Traditional SBDM meetings were held and utilized to discuss improvement plan needs. SBDM includes administration, teachers, and parents. PLC meetings were also held for core content teachers and time was created for examination, review and development of school needs. Members included Curriculum Specialist, administrators, district personnel and teachers. After school events were held for student and parent involvement and feedback. School newsletter and website were utilized for additional stakeholder feedback.

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

Youth Service Center personnel and Guidance Counselors are invited and involved in school administrative meetings. Discussion, goal setting and feedback were given during the meetings to address school improvement concerns. Student advisory board discussed school needs and goals during planned meetings.

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

Final product was communicated through digital weekly newsletters and school website. Draft and final copies were sent out electronically to staff members. Hard copies were posted in staff lounge and mailroom. SBDM approves final improvement plan and draft was discussed at monthly meeting.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Updated EMP in place - second reading occurred on December 15th through SBDM.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Original adoption in Fall 2013. Revised copy adopted - final version in December 2015.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Annually	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Assistant Principal SBDM School Resource Officer	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Opening Day 2015	

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

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

KDE Comprehensive School Improvement Plan

Grant County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August and September 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teachers at GCHS are highly qualified.

What sources of data were used to determine the barriers?

GCHS Master Schedule, student enrollment, staff allocations.

What are the root causes of those identified barriers?

Demographics, student placement in master schedule, teacher assignment

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Teachers continue to show growth in effective classroom engagement and classroom management.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All teachers are highly qualified and all students receive appropriate attention in the master schedule.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Student choice, interests, and individual advising sessions are conducted in placement in the master schedule.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Student interests are examined and those numbers drive the classes placed in the master schedule. Individual classroom data is examined on a regular basis and it drives instruction.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Posting of jobs on KDE website, extensive interview process, ongoing PGES discussions, professional development.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Listening to teacher needs, focus on staff morale, incentives for attendance, recognition at various meetings.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New Teacher Institute, Mentorship with veteran teacher, monthly meetings, routine checks.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Individual plans created, support provided, feedback given through walkthroughs, data examined.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Plans developed to assist with appropriate professional development needs for individual teachers.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

College & Career Readiness, Closing the Achievement Gap, Novice Reduction, Increasing Proficiency.