

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the percentage of students that met ACT reading benchmark from 45.1% to 57.1% by 2021. Increase the percentage of students that met ACT math benchmark from 46.9% to 58.9% by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase reading proficiency by 4%, from 45.1 to 49.1% by 2019.	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Increase of proficiency on ACT score by 4% in reading.	We will assess the 10th graders using ACT in early spring 2019. We will use this data to target students not at benchmark through ACT test taking strategies.	District is paying for 10th grade ACT.
	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	Implement data team methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning.	Data team agendas and administrator attendance at data teams.		
Objective 2: Increase math proficiency by 4%, from 46.9% to 50.9% by 2019.	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Increase proficiency on ACT score by 4% in math.	We will assess the 10th graders using ACT in early spring 2019. We will use this data to target students not at benchmark through ACT test taking strategies.	

	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	Implement data team methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning.	Data team agendas and administrator attendance at data teams.		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase our on-demand proficiency scores from 52.5% to 64.5% by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 1: Increase our on-demand proficiency scores by 4% by 2019.	● KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Improvement of on-demand writing scores.	PLC meetings to analyze data and strategy to teach on-demand style.	
	● KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons.	Fidelity checks that all teachers are using the same strategy to teach and grade on-demand writing.	PLC meetings, common grading and discussion checks.	
Objective 2					

3: Gap

Goal 3 (State your Gap goal): *Improve our Gap group performance (students with disabilities) in math and reading proficiency from 0% to 12% by 2021. Improve our Gap group (students with disabilities) performance in transition from 0% to 12% by 2021.*

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 1: Improve our Gap group performance (students with disabilities) in math and reading proficiency from 0% to 4% by 2019.	<ul style="list-style-type: none"> ● KCWP 2: Design and Deliver Instruction 	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Proficiency in reading and math on the 2019 ACT.	Develop PLC group with teachers targeting the GAP group. Monthly data meetings to view progress.	

	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Improvement in proficiency from 10th to 11th grade ACT.</p>	<p>Data team meetings using 10th grade ACT data to discuss Gap groups students not meeting benchmark.</p>	
<p>Objective 2: Improve our Gap group performance (students with disabilities) performance in transition from 0% to 4% by 2019.</p>	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	<p>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLC's to enhance and promote a culture of/for learning.</p> <p>Make students with disabilities a priority in identifying pathways and changing schedules. This will also be a priority of discussion during ARC meetings.</p>	<p>Improvement of transition for students with disabilities.</p>	<p>Each trimester administrators, CTE departments, special education teachers, and counselors will review schedules and advise students toward career pathway classes.</p>	

4: Graduation rate

Goal 4 (State your Graduation Rate goal): Increase our graduation rate from 93.1% to 94.2% by 2020.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 1: Increase our graduation rate from 93.1% to 94.2% by 2020.	● KCWP 5: Design, Align and Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Increased graduation rate.	Google Form documentation on at risk students. Mentoring documentation by administration.	
Objective 2					

5: Growth

Goal 5 (State your Growth goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the percentage of students that are CCR from 55% to 67% by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase transition readiness by 4% from 55% to 59% by 2019.	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support 	<p>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p> <p>GCHS will increase flexible scheduling to allow students to take more CCR classes.</p>	Increased CCR percentage.	Each trimester administrators, CTE departments, and counselors will review schedules and advise students toward career pathway classes.	
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support 	<p>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p>	Increased CCR percentage.	Each trimester administrators, CTE departments, and counselors will review schedules and advise students toward career pathway classes.	

		Increase the TRACK pathway options to increase opportunity and flexibility for students.			
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 1					
Objective 2					

Phase Three: Comprehensive Improvement Plan for Schools 2018

Phase Three: Comprehensive Improvement Plan for Schools

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Last Modified: 12/20/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Our leadership team will engage in several different activities to ensure we are leading our school toward proficiency. Our principal, Josh Baldwin will attend monthly meeting at our Board of Education. During these meetings he will read articles over different types of leadership and engage in professional discussions with other principals and leaders at the Board of Education. He will also engage in mentoring with former principal Mr. Todd Johnston. The other two assistant principals are currently in the Asbury program for principals. Through this program they will read leadership and educational books to improve their knowledge and leadership abilities. Weekly they will engage in online classes where they discuss issues of school leadership. They will also complete mentor hours with Mr. Baldwin and former principal and director of personnel Mr. Todd Johnston, as well as with their Asbury advisor Dr. John Casper. The principal of the Technology building, Mr. Matt Hayes, will learn more about job shadowing, apprenticeships, TRACK programs, and career path requirements mandated by the state. Professional development opportunities offered by KDE, GRECC, or other agencies in reference to TSI schools, closing the gap, or special education will be attended by a member of our leadership team.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Evidence based interventions	Description of evidence based interventions for special education students.	
 gchs csip goals	CSIP goals in goal builder format.	

Our school as a whole is incorporating direct instruction strategies based on Hattie's work.

Further, several special education students are receiving Tier 2 interventions. Approximately ten special education students in the 11th grade were chosen based on their Kprep scores and their willingness to participate and learn. These students were given additional remediation with two math and two English teachers two times a week. Strategies include direct instruction, "I do, we do, you do", Star testing for data, ACT academy, and ACT prep. This Tier 2 pullout will last approximately 12 weeks and will offer students extra time, practice, and attention from teachers before the ACT. If this is successful, we will continue to work with special education students in small groups for Tier 2 interventions.

Phase Two: The Needs Assessment for Schools Fall 2018

Phase Two: The Needs Assessment for Schools

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Last Modified: 12/20/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results are analyzed by individual PLC teams specific to their content, SBDM council, and our leadership team. Data summaries will also be discussed during planning meetings so that all teachers are on the same page and the most important data is presented by the principal and secondary instructional supervisor. The leadership team meets a minimum of 3 times a year, SBDM council meets monthly, and PLC teams meet twice a month. All meetings are documented with minutes and an agenda. Data results drive professional development, RTI, and scheduling for the school year.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: -Identified as a TSI school for special education gap group. -Kprep writing score down 16% from last year, novice scores down 2% since last year -19.7 ACT score, the highest in 5 years. -Graduation rate is 93% overall and 69% for special education in the 4 year cohort. -Graduation rate is 86.3% overall in the 5 year cohort. Current Non-Academic State: - Renaissance program is in year 2-rewarding over 400 students -Increase our parent participation with parent/teacher conferences and increased communication through phone calls and social media. Teachers are required to make phone calls home for students who are failing and keep a call log. Good news phone calls are also encouraged. Data is derived from school report card, data from state reporting, TELL survey data, and school obtained data.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Our school is identified as a TSI school for our special education gap group. We scored 18.7 on proficiency, 0 on transition, and 69.1 on graduation. Our special education group did not meet the cut score for any of these three areas. Resources are more readily available for special education students. For example, they are our only students who use Star testing to gather data, guest speakers from places such as GRECC, Voc-Rehab, and Carl-Perkins, field trips to ECTC, WKU, and Carl Perkins, and additional ACT testing with accommodations are all resources focused specifically for this group.

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Trends

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

Our special education students remain behind in proficiency, transition readiness, and graduation rate. Parent/teacher relationships and parental involvement remain low.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

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[KCWP 6: Establishing Learning Culture and Environment](#)

Design and Deploy standards to ensure special education students receive Tier 2, small group pull-out RTI for reading and math to improve proficiency. English classes that are designed specifically for our special education and low performing students. Year-long math classes for special education and struggling students.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

ACT score is at a 5 year high at 19.7 and up 1.1 points from last year. The 4 year graduation rate increased from 85.2 % in 2017 to 93.1 in 2018.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Closing the Achievement Gap Diagnostic 2018

Phase Three: Closing the Achievement Gap Diagnostic

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Our special education populations continues to be an under performing GAP group. For the 2017-2018 school year, our special education proficiency score was 18.7, compared to the cut score of 40. Our special education transition score was 0, as compared to the cut score of 41. Lastly, our graduation score was 69.1, compared to the cut score of 85. A main focus during data meetings will be our special education students, predicting their success, and using strategies to improve their education. Additional Tier 2 pull-out will be administered to around 10 special education students to help improve their English and math knowledge.

ATTACHMENTS

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

There will be a shift toward regular education teachers taking more accountability for special education students. This will be seen in data team meetings, by specifically discussing special education students, their progress, and what the teachers will do to help these students improve their knowledge. Greater collaboration will be needed between special education and regular education teachers.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

For the first time in several years, English proficiency was taken from the ACT instead of the English 10 EOC. Before the previous school year, GCHS had made strides in reducing the number of students with disabilities that are novice especially in ELA. The percent of novice students in writing increased on the on-demand assessment but the number of students proficient increased dramatically. Last year, GCHS did not have any special education students score proficient on the ACT exam and did not reduce novice scores in writing for special education students. Students identified as free and reduced lunch continue to perform similar when compared to all students. The accountability change to increasing the percent of students that are proficient and comparable between groups will encourage a focus and discussion on students with disabilities.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Free and reduced lunch GAP groups continue to perform very similar to non-GAP group. For example the graduation score for free and reduced lunch was 87, while our non-GAP group was 89.9. Proficiency scores were 55.4, compare to 61.6. Lastly, transition scores for free and reduced lunch was 49 compared to 56.1 in our non-GAP group.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The special education GAP group continues to under perform compared to our non-GAP group. This is apparent in reading proficiency and transition readiness. The special education GAP group did not meet any proficiency cut scores, but was closest on graduation rate, missing it by 15.9 points.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

GCHS has a professional development committee that will meet in the spring of 2019 to discuss upcoming professional development. A focus on this upcoming professional development will be around helping special education students, especially in math and reading. The school will continue to follow research proven direct instruction strategies by John Hattie. Through our ESS program, letters are sent to parents throughout the year of students meeting specific criteria. The letter outlines our morning and afternoon tutoring programs. The criteria for the letter includes not meeting benchmarks, failed classes, at risk math students, and at risk reading students. Many special education students fall into this category. During ARC meetings, ESS tutoring is discussed when special education students are struggling with their grades.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The school continues to develop resources that allow for appropriate data collection to predict and identify student performance. The school continues to encourage teachers to be proactive about identifying areas of growth for personal professional development and to use research based practices.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teachers, principals, and Board of Education employees are involved in the creation and development of the professional development. Lacy Cox Julie Conder Jordan Chapman Dianna Poteet Erin Johnston Melinda Clark Bill Newsome Kelli Hall Rusty Ray Josh Baldwin Stacy Decker

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See CSIP goals in reference to GAP groups.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

This is the second year we have specific English classes targeted toward our special education students. The teachers constantly assess and use this assessment data to drive their RTI program and daily work. Data is kept and analyzed to show improvement or areas that need additional attention. Overall, our current RTI process needs tweaking. Many new teachers and elective teachers are not using RTI effectively and have fallen away from using our original RTI plan. Our plans for RTI next year include having department heads present a new or improved upon RTI plan that specifically targets and helps improve special education learning. The plans will be approved by administration and the RTI committee. Mentorships, school culture surveys, and walkthrough data will help guide the school toward the same unified vision.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Groups	Gap group numbers	I
 Measurable Gap Goal	Measurable Gap Goal	III

Phase Three: Executive Summary for Schools 2018

Phase Three: Executive Summary for Schools

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Last Modified: 01/14/2019

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Grayson County Demographics: Grayson County is the 11th largest county in Kentucky, geographically. The county is located in the western part of the state and in Congressional District 2. The county is rural consisting of 504 square miles of land with a population of 26,358 in 2017. The ethnic population is 97.2 percent white, 1.2 percent Black while the remaining 1.6 percent are Hispanic, Asian and American Indian. 6.5 percent of the population is under the age of 5 years while 23.8 percent is under the age of 18. Based on the 2017 Kids Count County data 32.5 percent of children are living in poverty and 40.7 percent begin kindergarten ready to learn. Per the 2016 census, 6.5% of the population is 0 to 5 years old. Within the county there are 910 Early Care and Education slots within 8 childcare facilities. The survey indicates there are 11 parent education programs in the community, 16 programs that have opportunities for parent involvement, and 7 programs that have a newsletter for families. 336 newborns were delivered in 2017 at the Twin Lakes Regional Medical Center. Grayson County's unemployment rate for May 2018 was 4.3 percent compared to 4.2 for Kentucky. The median household income in 2016 was \$36,129, up from \$35,030 in 2015. Kentucky state-wide median household income was \$48,375. Grayson County's average median income is significantly lower than Kentucky's. The average weekly wage total (all industries) in 2015 was \$581 compared to \$784 in Kentucky. Fair Market Rent (FMR) for Grayson County in 2015 was \$506 monthly. The number of households within the county in 2015 was 9,897 with an average of 2.57 persons. There are 3,311 households with one or more persons under the age of 18 and 551 grandchildren under 18 years old who live with a grandparent householder. Of the families and people whose income in the past twelve months is below the poverty level, 46.3 percent are families with female householder, no husband present. 69.9 percent of the students attending public school were eligible for free or reduced price meals and 23 percent of children live in single-parent families. Only 9.5 percent of the 25 years and older population in the county hold a bachelor's degree or higher level of education while the state average is 21.5 percent and the national average is 28.8 percent. 24 percent has less than a high school diploma or equivalent compared to 17 percent in Kentucky and 14.0 percent in the United States. Grayson County needs an additional 2,663 bachelor's degree holders to match the national average. The number of Food Stamp Cases in 2015 totaled 2,017. Kentucky Health Facts data obtained in November 2015 indicate: Lack of Physical Activity (percent adults) 41% in Grayson County compared to 30% in Kentucky. Prevalence of Obesity (percent adults) 36% in Grayson County compared to 32% in Kentucky. Prevalence of Overweight (percent adults) 71% in Grayson County compared to 64% in Kentucky. Prevalence of Smoking (percent adults) 32% in Grayson County compared to 28% in Kentucky. Less than Good Health (percent adults) 27% in Grayson County compared to 23% in Kentucky. Physically Unhealthy Days (per month) 6 Grayson County compared to 5 in Kentucky. School District Data Based on Kids Count data 40.7% of kindergartners are not ready to learn. As indicated by Kids Count data 51.5% of fourth graders are not proficient in reading, 56.2% of eighth graders are not proficient in math and 16% of high school students are not graduating on time. Grayson County High School Data: Grayson County High School is located several miles southwest of the county seat and was built in 1974 with construction material consisting of concrete block-brick veneer. A 3 classroom addition was completed in 1985, a 2 classroom addition in 1991 and a 13 classroom addition in 1999. The

square footage of the building is 129,988. All 70 classrooms are equipped with telephones and internet service. The school has 680 computers/devices with internet access. The facility accommodates over 1300 students with the current enrollment of 1371. The student population is 54% male and 46% female with 96.2% classified as white-non-Hispanic while 62.3% participate in the free and reduced lunch program. The school currently has 9% of the students involved in the special education programs. The school schedule is divided into trimesters while student movement is dictated through a bell system. Students have a rotating RTI period every morning for approximately 35 minutes. During this time students receive remediation with their teachers and/or PLAN/ACT preparation. The rest of the school day is divided into 5 periods with each period lasting approximately 65 minutes. Courses last for 12 weeks and progress grades are given to students every 6 weeks. The high school has one feeder school, a grade 6-8 middle school with over 1000 students located in the county seat. According to the Kentucky High School Feedback Report, the class of 2015 shows 291 students graduated with an average high school GPA of 2.76. Of these students, 55.3% qualified for free and reduced lunch. The average Junior ACT composite score for 2017-2018 was 19.7. The overall college-going rate was 58.1% and 60.7% attended two-year public community or technical college after high school graduation. Kentucky Department of Education High School Graduates College/Career Readiness data for Grayson County in 2017 showed 58.8% graduated college and/or career ready.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 Grayson County High School is to create and maintain a supportive learning environment in which students, parents, and staff set high expectations for college and career achievement, developing mutual respect necessary for all students to become responsible, contributing citizens. The vision of Grayson County High School is to provide relevant, rigorous, and differentiated instruction in order to educate, prepare, and inspire students to learn. ϕ Leadership and innovation to prepare students for their futures. ϕ Shared goals and values for college and career readiness that shape and change the climate of students and staff. ϕ Partnerships among schools, families, and community, for the health, well being, and SUCCESS of our students. Grayson County High school embodies our mission and vision to create and maintain a supportive learning environment and set high expectations for college and career achievement as demonstrated by the development of a syllabus for each course that incorporates the common core reading, speaking, listening and writing standards. This commitment by the staff at GCHS ensures that the necessary reading and writing skills are taught in every course throughout the curriculum. Daily learning goals at GCHS are also posted to establish high expectations and guide collaboration between teachers and students. The clear development and ambitious goals for our students were developed by a group of stakeholders comprised of parents, staff and students. This provides the framework to engage each student in a continuous improvement model. The objectives provide the connection to each assignment and are key to the collaborative analysis of any gaps between goals and actual student performance. A rotating RTI period provides the students with 3 weeks of focused differentiated instruction each trimester. Each day each student receives 30 minutes of coaching based on a college/career readiness universal screener. The use of this type of relevant instruction helps develop a shared goal as faculty and students work together to produce the better educated citizenry our county needs. Currently 13 dual credit courses and 5 Advanced Placement classes are offered at GCHS with the potential for 5 more AP classes to be offered. These courses allow the students the potential to earn both college and high

school credit. There are also over 16 courses at Grayson County High School that can be taken as honors courses. While expectations for all students are high at Grayson County High School, honors courses allow students to work above grade level and interact differently and at a deeper level than a traditional course. Students interested in a specific field of study will often take an honors course in preparation for an Advanced Placement course. Career students are offered 12 courses in family consumer science, 17 courses in business, 14 in agriculture and 41 courses in 7 fields such as automotive, carpentry, electricity, health careers, marketing, welding and technology education. Career education students also have the opportunity to co-op, earn career certificates and/or college credit. New this year, many students in a career class participated in a job shadowing program throughout our county. The school is continuing to work to increase the number of effective professionals, provide effective differentiation to close the achievement gap, improve the integration of arts into all content areas, increase the integration of all strands of literacy and improve the graduation rate.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Three students were selected to participate in the Governor's Scholar program with an additional student being selected to participate in the Governor's School For the Arts. Three students nationally placed first, second, and third at the National FCCLA competition. Extracurricular programs have had regional and state success and the number of students participating in these programs continues to increase. The school has continued to foster collaborative learning among colleagues to enhance learning as evidenced by the creation of the response to intervention program focused on ACT skills. The school is also making strides in improving the successful transition rate of our special education students by removing resource classrooms and offering more opportunities to increase success in post-secondary transition. For example, guest speakers from Voc-Rehab and Carl Perkins have helped students complete their FASFA and educate them on post-secondary opportunities. The program planning and development includes information for the parents and student about Carl D. Perkins Vocational Training and guidance on other training services. The students also attend a transition event for career counseling and guidance. An additional focus for improving transition rates has been to promote the collaborative and co-teaching model to parents and students during ARC meetings. By developing differentiated instruction and providing accommodations, students with disabilities will be successful in the regular classroom and in turn be more prepared for success after high school. The percentage of students enrolled in higher education, competitively employed, enrolled in other education or training has doubled in the past three years. Areas of improvement for Grayson County High School in the past three years include an increased school focus and success on college/career readiness as evidenced in CCR scores, reading and writing standards specifically through professional development. Professional development has afforded every teacher with the capability to implement reading and writing skills into their curriculum as evidenced with course syllabi. The creation and development of a rotating RTI period within the school day led to a school wide plan that integrates ACT skills into every class. This program needs to continue to evolve as teachers become more competent at integrating differentiated activities based on formative assessments to improve 21st century skills. The creation of common documents has led to an increase in co-curricular activities among teachers and has helped provide a model for other common assessments. Data team meetings are used throughout the school year to develop the skills necessary to evaluate student data and lesson plans to identify gaps within the curriculum.

The science/math/english and social studies departments have had or currently have teacher(s) involved in various grants. These grant opportunities provide resources, curriculum guidance and exposure to widespread pedagogical models. Areas for improvement for the next three years for the school include: reducing areas of achievement gaps for subgroups of students based on English 10, Algebra II, US history and Biology EOC scores and improving upon the implementation and equity of a standards based curriculum explicitly as it relates to college and career readiness for all students based on walk through data. By continuing to focus on standards, specific learning objectives can be created that emphasize the role of the learner and produce evidence for teachers/students to evaluate. By engaging students in the evaluation process, students can self-assess and develop a framework of rubrics to work in conjunction with peers and the teacher to develop the habits of self-efficacy. This style of visible learning should help identify areas of deficiency and improve student success. Walk through data demonstrates a need to continue to increase literacy skills for all students within the school to improve critical thinking. Speaking, listening, writing and reading are vital to develop higher order skills such as problem solving and analyzing data. The emphasis on college and career readiness should improve graduation rate among all population of students by providing instruction that is relevant and engaging to students. The emphasis on student expectations and the culture of an applicable education should improve student engagement and reduce dropout and suspension rate among all student sub-groups with an emphasis on students with disabilities. Counseling as well as combining the resources of Family Resource and Youth Service Centers will be used to target at risk students. The school plans to continue to develop ways to integrate world language, arts/humanities and practical living into the school wide curriculum by co-teaching and improving theme development in all courses. Staff need to continue to work with students with disabilities in all areas but specifically reading comprehension as it relates to English 10 EOC. Opportunities for improvement deal with continuing to reduce the number of novice students on the US History and English 10 EOC. The entire science department is meeting for the first time to identify ways to incorporate EOC content into all courses and ways to remediate failure immediately by schedule changes. The department is also implementing data teams to look at common areas of weakness among groups of students to predict future success. The school is continuing to research ways to improve college and career readiness. Staff are currently re-evaluating the registration process and identifying ways to improve registration to amend scheduling barriers. Areas for improvement for the next three years for the school include: reducing areas of achievement gaps for subgroups of students based on English 10, Algebra II, US history and Biology EOC scores and improving upon the implementation and equity of a standards based curriculum explicitly as it relates to college and career readiness for all students based on walk through data. By continuing to focus on standards, specific learning objectives can be created that emphasize the role of the learner and produce evidence for teachers/students to evaluate. By engaging students in the evaluation process, students can self-assess and develop a framework of rubrics to work in conjunction with peers and the teacher to develop the habits of self-efficacy. This style of visible learning should help identify areas of deficiency and improve student success. Walk through data demonstrates a need to continue to increase literacy skills for all students within the school to improve critical thinking. Speaking, listening, writing and reading are vital to develop higher order skills such as problem solving and analyzing data. The emphasis on college and career readiness should improve graduation rate among all population of students by providing instruction that is relevant and engaging to students. The emphasis on student expectations and the culture of an applicable education should improve student engagement and reduce dropout and suspension rate among all student sub-groups with an emphasis on students with disabilities. Counseling as well as combining the resources of Family Resource and Youth Service Centers will be used to target at risk students. The school plans to continue to develop ways to integrate world language, arts/humanities and practical living into the school wide curriculum by co-teaching and improving theme development in all courses. Staff need to continue to work with students with disabilities in all areas but specifically reading

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improve college and career readiness. Staff are currently re-evaluating the registration process and identifying ways to improve registration to amend scheduling barriers.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Nothing more at this time.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase One: Continuous Improvement Diagnostic Fall 2018

Phase One: Continuous Improvement Diagnostic

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Last Modified: 10/31/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on TELLKY survey data, 63% of teachers feel that parents/guardians support teachers, contributing to their success with students. Additionally, only 65% of teachers feel that parents/guardians know what is going on in this school. This lack of communication between the school and the community/parents was also evident in the Parent Feedback survey that was put on social media and the website. 36% of survey takers felt that communication was the biggest barrier to academic improvement. Therefore, at the beginning of the 2018 school year, the administration mandated that a call be made to parents/guardians for any student who is failing after posting progress grades. Teachers will keep documentation of their phone calls. There will also be a parent/teacher conference held after the first trimester. Ideas for involving parents and students and raising attendance at the parent/teacher conference was discussed during the September 18th planning period meetings.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The CSIP committee will meet a minimum of 4 times including formal reports given to SBDM, which would include teacher, administrator, and parent stakeholders. Stakeholders will be selected from current vocational advisory committees, SBDM, and additional stakeholders will be selected based on their ability to provide educational support for students regarding community based job shadowing, career and workforce training. The school will continue to post surveys throughout the year to involve all parent stakeholders in decisions and processes at GCHS. Meetings will be scheduled based on shareholder ability to attend and may be conducted virtually when necessary. The process will be implemented and monitored for effectiveness as evidenced by the implementation of the action steps in part 1 step 4.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Assurances for Fall 2018

Phase Two: School Assurances

Grayson County High School

Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Target Completion Date: 12/01/2018

Last Modified: 10/31/2018

Status: Open

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

Secondary school

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

Not a Title 1 school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. 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
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.

- Yes**
- No
- N/A

COMMENTS

All PD is planned to fulfill our school improvement plan. The plan is based upon a needs assessment conducted yearly.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A**

COMMENTS

Not applicable

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. 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**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. 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**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No**
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No**
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A**

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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