

2019-20 Phase Three: Executive Summary for Schools_12262019_11:30

2019-20 Phase Three: Executive Summary for Schools

Grayson County High School

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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 November 2019 was 4.1 percent compared to 4.3 for Kentucky. The median household income in 2016 was \$37,906, 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 10.4 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 approximately 740 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 reading remediation and/or 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.

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. A total of 545 students earned college credit in their dual credit classes. 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.

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.

Two students were selected to participate in the Governor's Scholar program with an additional student being selected as an alternate. One student was selected by audition to participate in the Governor's School For the Arts. Additionally, one student was selected to participate in the Commonwealth Honors Academy. Currently, we have one student participating in the Gatton Academy through WKU. Our students continue to be recognized for All-state honors thanks to our music programs. Extracurricular programs have had regional and state success as 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 literacy and 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, Elizabethtown Community and Technical College, 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, or 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 and/or pacing guides. The creation and development of a rotating RTI period within the school day led to a school wide plan that integrates literacy and/or 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 Kprep scores from reading, math, and on-demand as well as special education CCR rates. GCHS needs to improve 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. Pacing guides should reflect updated standards in our curriculum. Walk through data also indicates 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 the new 10th grade reading assessment. The science department is implementing data teams to look at common areas of weakness among groups of students to predict future success on the science Kprep test. 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.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not applicable.

Additional Information

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

No additional information needed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GCHS KDE CSIP		•