



2022-23 Phase One: Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

Grayson County High School

Lacy Cox

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

Table of Contents

2022-23 Phase One: Executive Summary for Schools 3

2022-23 Phase One: 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 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. ¢ Leadership and innovation to prepare students for their futures. ¢ Shared goals and values for college and career readiness that shape and change the climate of students and staff. ¢ 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. Currently we have a rotating "WIN"-what I need period for core content and CTE teachers to fill in previous gaps for their content. This is especially important coming off 2 years of COVID. GCHS also offers AP (advanced placement) classes and dual credit. 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 education students also have the opportunity to co-op, earn career certificates and/or college credit. Many students in a career class participate in our 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.

In the last 3 years an average of approximately 7 students have been accepted into the GSP program. For the first time ever at GCHS, we had a student who was accepted to the GSP and GSA program. We have also had several students participate in the Governor's School for the Arts and Gatton Academy through WKU. Our students continue to be recognized for All-state honors thanks to our music programs. For the first time ever in 2022 our Band made semi-finalist for the Ohio BOA Band event. Additionally, our orchestra teacher was named Regional Music Teacher of the year. Extracurricular programs have had regional and state success as the number of students participating in these programs continues to increase. The school is also making strides in improving the successful transition rate of our special education students by reducing 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. New this year we have partnered with 3 Corners, a non-profit organization that provides additional support to special education and 504 students. 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. A new focus in our district is Thoughtful Ed. Professional development has afforded every teacher with the capability to implement Thoughtful Ed strategies into the classroom to increase deeper learning. 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. On our K-prep scores from last school year, we received the highest score in On-Demand writing in our region. This was a very bright spot coming out of a COVID year and non-traditional schedule. 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 science 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.

Additional Information

CSI/TSI (including ATSI) 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.

N/a

Additional Information

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

N/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09232022_10:43

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Grayson County High School
Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2022-23 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Lacy Cox



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Grayson County High School
Joshua Baldwin

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

Table of Contents

2022-23 Phase Two: School Assurances 3

2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

● N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2022-23 Phase Two: The Needs Assessment for Schools_11012022_18:42

2022-23 Phase Two: The Needs Assessment for Schools

Grayson County High School
Joshua Baldwin
340 Schoolhouse Road
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

GCHS content specific data teams (math, science, CTE, social studies, and English) meet every other week to analyze common data. This data comes from common assessments during WIN, KSA data, SEL data, MVP, and Fastbridge. Annually in the fall the leadership team along with District leadership analyzes our data. This year we had an additional "innovation meeting" to discuss our data, specifically CCR scores. Meetings are documented through Google docs (notes) and agendas.

Meeting dates are documented on our Living Calendar, sign in sheets, and common data collection documents are utilized by all departments. Department heads lead data meetings and are also involved on the leadership committee- Gretchen VanMeter, Erina Duvall/Brooke Anson, Tia Johnston/Gail McCrady, Kyle Powell, Megan Childress/Tannan Pohlman, Cody Mooneyhan and Adam Spinks.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

We did a great job of having common data meetings during WIN last year.

Specifically, the English department used this time to spot check their grading, rubrics, teaching and reteaching of On-Demand writing. This continues to be a bright spot in our data. Additionally we were very successful in meeting our Objective 1 graduation goal with the utilization of AEC and credit recovery options for our seniors.

We are still experiencing some scheduling difficulties in reference to placing students in the correct classes for pathways. This continues to be an area of growth.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Special education students remain behind in proficiency, graduation, and transition readiness. Our transition readiness continues to be an area of concern with around 50-60% of students receiving college or career readiness. On-Demand scores continue to be the highest in our region for the last two years! Our graduation rate improved 2 percent from last year, but our 5 year graduation cohort still needs improvement.

We are still partnering with our local health department to offer a program to help students quit vaping after their first vaping referral. Our vaping numbers are down from last year and we are hopeful the partnership and declining vaping trend continue.

GCHS is still seeing the effects of COVID, but thankfully quarantines are no longer in effect and students are not missing significant amounts of school. At this time last year we had 200 students who had already missed because of COVID or quarantining.

Our two biggest referrals this year are tardies and cellphones. We revised both policies to offer additional teacher support for both of these issues which has resulted in more referrals.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Our ACT score is up from 17.7 to 18.4 which is a significant jump after COVID. This put us third in our group of regional schools. Currently we have 92 students who are either college or career ready or both. Our math KSA scores improved from 24.5 to 32.0, our reading KSA scores improved from 37.9 to 42. We remain at the top of our region for writing with a 59.0. This is down from last year, but is still the best score even when compared to Bowling Green and Elizabethtown schools. Our science scores were down from a 22.3 to 15. While we are not satisfied with these scores, regionally science scores were down.

We have increased our focus on providing information to parents. Last year we had a parent information night, which included parent teacher conferences and information about the Governor's Scholar Program, co-oping, job shadowing, dual credit information, and AP information. Additionally we had local colleges, industries, banks, and branches of the Armed Forces set up tables to provide information to parents. This year we have already increased our parent events from 2 to 3 events. This includes back to school, Senior education night, and FASFA night.

Analyzing our survey results from KSA, there are some issues that need to be addressed. Only 36% of students think cyberbullying is not a problem at our school and only 42% say it is not a problem in school. Another area that students ranked GCHS low in is "the consequences for breaking school rules are the same for all students." On a positive note, 91% of students feel welcome in our classrooms and feel that teachers have high expectations for them. Data came from state assessment data, school report card, and data from GCHS.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

We have not received our special education scores from the state, but we are not in the TSI category. However, this gap group continues to perform lower than their peers. Transition readiness at 64.2 was second to the lowest in our region. This will continue to be a priority area. 10th grade math at 32% proficient and 10th grade reading at 42% proficient as well as 11th grade science at 15% proficient are also areas of weakness.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our KSA On-demand scores continue to be the highest in our regional area. We hope to use this model of implementation with fidelity to other areas. Our graduation percentage is up from 90% to 92%. We will continue to work with struggling students to help them obtain credits. We are in year 2 of our Thoughtful Ed program and teachers have gained numerous strategies for increasing and deepening student learning. Through data and learning clubs teachers are able to share their strategies with each other and increase overall teacher efficacy.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Please see data template.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GCHS school key elements	GCHS school key elements	.



2022-23 Phase Three: Comprehensive School Improvement Plan_11232022_10:58

2022-23 Phase Three: Comprehensive School Improvement Plan

Grayson County High School

Joshua Baldwin

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

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See uploaded form.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to

reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:


- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)

- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GCHS Comprehensive School Improvement Plan	Comprehensive School Improvement Plan	<ul style="list-style-type: none">•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress

- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2025, GCHS will increase the average reading KSA proficiency scores from 42% to 53.2%. By 2025, GCHS will increase the average math KSA proficiency scores from 32 % to 50.4%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency of all students in HS from 42% to 45.8% by 2023 sy.	KCWP 4: Review, analyze, and apply data.	Implement data team methodologies, including collection and charting of data, and analysis of strengths and obstacles to student learning.	Data team agendas and common data analysis documents. Administrator attendance and participation in data teams.	Data team agendas, administrator attendance	
	KCWP2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Thoughtful education tools will be used as a resource and training will continue at all levels.	Learning club discussion and documentation of Thoughtful Ed strategies.	Learning club/Thoughtful Ed examples, walkthrough data, WIN discussion	
Objective 2: Increase math proficiency of all students in HS from 32% to 38.1% by 2023 sy.	<i>KCWP5: Design, Align and Deliver Support</i>	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. In order to ensure that the curriculum is implemented using instructional best practices, including Explicit Instruction, the district will seek out professional learning opportunities to support this endeavor and when possible fund the enrollment of representatives from each school.	Record of professional learning activities PD Plans	Monitoring of Flex PD, Rick Fisher PDs	Thoughtful Education and PD Funds

Goal 1 (State your reading and math goal.): By 2025, GCHS will increase the average reading KSA proficiency scores from 42% to 53.2%. By 2025, GCHS will increase the average math KSA proficiency scores from 32 % to 50.4%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Thoughtful Education will continue to be used in addressing key practices.			

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, GCHS will increase the average science KSA proficiency scores for and from 15% to 40.2%.
 By 2025, GCHS will increase the average social studies KSA proficiency scores from 36% to 43.4%.
 By 2025, GCHS will increase the average combined writing KSA proficiency scores from 61% to 71%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the science proficiency of all students in HS from 15 % to 23.4% by 2023 sy.	KCWP 2: Design and Delivery of Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Design Inquiry-based lessons in both Science and Social Studies.	Attendance at Science PD's Reaching out to Rico Tyler @ WKU	Implementation of strategies from PD. Teacher led PD from GRREC to the rest of the science department.	920X money
	KCWP 1: Design and Deploy Standards	Clarity of learning targets with administration, teachers, and students.	Quality of learning targets. Discussion within WIN/Data groups.	Learning Target documentation within walkthroughs. Discussion with Rick Fisher about Learning Targets.	
	KCWP3: Design and Deliver Assessment Literacy	Ensure formative assessment measures are within lesson planning practices for the 5 episodes of instructions. Create formative assessments aligned to standards/learning targets to inform instruction. Use of MVP assessments to monitor.	Classroom observation Lesson plans PLC minutes Walk-through data	Use CASE/MVP type questions for assessments, WIN agendas	
Objective 2: Increase the social studies proficiency of all	KCWP5: Design, Align and Deliver Support	Ensure ongoing professional development in the area of best practice/high- yield	Record of professional learning activities PD Plan	WIN agendas, PD records	Thoughtful Ed funding

Goal 2 (State your science, social studies, and writing goal.): By 2025, GCHS will increase the average science KSA proficiency scores for and from 15% to 40.2%.

By 2025, GCHS will increase the average social studies KSA proficiency scores from 36% to 43.4%.

By 2025, GCHS will increase the average combined writing KSA proficiency scores from 61% to 71%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students in HS from 36% to 38.5% by 2023 sy.		instructional strategies to aid in curricular adjustments when students fail to meet mastery. In order to ensure that the curriculum is implemented using instructional best practices, including Inquiry-Based Learning, the district will Seek out professional learning opportunities to support this endeavor and when possible fund the enrollment of representatives from each school. PLCs will utilize KYStandards.org Professional Learning Modules and Assignment Review Protocols. Continue the use of Thoughtful Education and consultations.			
Objective 3: Increase the combined writing proficiency of all students in HS from 61% to 66% by 2023 sy.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lesson.	Fidelity checks that all teachers are using the same strategy to teach and grade on-demand writing.	PLC meetings, common grading and discussion checks.	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average reading proficiency scores of students with disabilities in High School from 21% to 25.4% by 2023. Increase the average math proficiency scores of students with disabilities in High School from 10% to 13.2 % by 2023.	KCWP1: Design and Deploy Standards	Ensure that all users of assessment data use the information to benefit student learning. In order to make sure that content is reaching all students, assessment data should be reviewed with stakeholders to determine not only content success, but what research-based strategies have been implemented and were successful. This includes but is not limited to KSA. Mastery Predictive Assessments, FastBridge, progress monitoring data, etc.	Lesson plans WIN/data minutes	Assessment data and analysis	
	KCWP4: Review, Analyze, Apply Data Results	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. In order to determine if efforts to make a more inclusive environment for all students are successful, individual special education student data will be reviewed to determine	Red Item Analysis, documentation of WIN data analysis	Red item analysis sheet and discussion	

[illegible]

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): The ACCESS overall performance of all EL students will increase by 1 level by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The ACCESS overall performance of all EL students will increase by .33 levels by 2023.	KCWP 4: Review, Analyze and Apply Data	Counselors and the EL coordinator will analyze ACCESS and Model Assessment scores given to EL students. Scores will be shared during the PSP meeting annually and with classroom teachers when they are received.	Program Service Plan (PSP) Meeting notes or Agenda		\$200 Federal Funding
	KCWP 5: Design, Align and Deliver Support	Counselor, classroom teacher, and the EL coordinator will work together to determine the best support and accommodations needed for each individual EL student. An EI aide is available for students that struggle with gaining English Proficiency or low scores.	Infinite Campus Program Service Plan (PSP)		Part-time ELL paraprofessional

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the school quality and/or safety indicator score in High School from 58.2 to 64.0 (Low to high) by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the school quality and/or safety indicator score in High School from 58.2 to 59.0 (Low to medium) by 2023.	KCWP5: Design, Align and Deliver Support	<p>PBIS analyzes referrals and plans to curve negative behaviors (No referral November).</p> <p>PBIS behavior management teacher form.</p> <p>Explicitly and purposefully teach expectations across all classroom routines and school settings.</p> <p>Define, model, and practice each expectation, and use positive and negative examples so that students see the line between appropriate and inappropriate behavior and actions.</p> <p>Deliberate and explicit teaching of prosocial behavior, coping strategies, emotional regulation, and problem-solving skills.</p> <p>Use data to monitor implementation, and screen for students who require more intensive support.</p> <p>Classroom management PD at GCHS.</p> <p>Analysis of Early Warning Reports in IC.</p>	<p>PBIS/MTSS meetings agenda and data.</p> <p>PBIS school-wide presentations during the first week of school and the first week back.</p> <p>Fewer referrals.</p> <p>Cougar Academy class completion list (weekly email from Mr. Jones).</p> <p>Graduation rate.</p> <p>Walkthrough data on Domain 2.</p>	<p>PBIS/MTSS meetings agenda and data.</p> <p>Fewer referrals.</p> <p>Cougar Academy class completion list (weekly email from Mr. Jones).</p> <p>Graduation rate.</p> <p>Walkthrough data on Domain 2.</p>	

Goal 5 (State your climate and safety goal.): Increase the school quality and/or safety indicator score in High School from 58.2 to 64.0 (Low to high) by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	<p>SEL Caring adult list for teachers</p> <p>Bi-Monthly SEL activities/forms</p> <p>Sources of Strength presentations</p> <p>Variety of clubs based on student interest</p> <p>Create a high school positive behavioral support system with an emphasis on prevention, early identification, and intervention of the social, emotional, and behavioral needs of students that includes:</p> <ul style="list-style-type: none"> • Creation of a PBIS support team at district and school level • Positive expectations and behaviors • Procedures for teaching expectations at all levels: school-wide/classroom-wide, non-classroom setting • Continuum for increasing appropriate behaviors • Continuum for decreasing inappropriate behaviors • Basic classroom management practices 	<p>SEL Caring adult list completion</p> <p>Participation in SEL activities/forms</p> <p>Club participation</p> <p>PBIS/MTSS meetings, agenda, and data</p> <p>Fastbridge SEL data</p>		

Goal 5 (State your climate and safety goal.): Increase the school quality and/or safety indicator score in High School from 58.2 to 64.0 (Low to high) by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Procedures for ongoing data-based collection, monitoring, and evaluation			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): Increase the post-secondary readiness rate from 64.2 to 76.0 (Low to medium) by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the post-secondary readiness rate from 64.2 to 68.1 (Low to Medium) by 2023.	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>CTE teachers continue to schedule all students with the help of special education and core teachers.</p> <p>GCHS will increase flexible scheduling to allow students to take more PSR classes.</p> <p>Utilize WIN time to go over pathways and advise students on which pathway to enter.</p> <p>Increase the TRACK/Apprenticeship pathway options to increase opportunity and flexibility for students.</p> <p>Continue and increase the participation of students in the GCHS shadowing program.</p> <p>Increase the opportunity to take an EOP or Industry Certification.</p>	<p>Each trimester administrators, CTE departments, advisory teachers, and counselors will review schedules and advise students toward career pathway classes.</p> <p>Curriculum committee notes.</p> <p>Increase numbers in Dual Credit, shadowing programs, TRACK programs, CTE classes, and Co-op classes.</p> <p>Attendance at parent/teacher conferences and information night.</p> <p>Increase in the number of Dual Credit classes.</p>	<p>As the year continues, the number of students CCR should increase as students have more opportunities.</p> <p>Increase in the number of students taking Dual Credit classes.</p> <p>Increase in the number of students taking AP classes.</p>	

Goal 6 (State your postsecondary goal.): Increase the post-secondary readiness rate from 64.2 to 76.0 (Low to medium) by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Continue to offer rewards such as free WIN time to Seniors who are CCR.</p> <p>Continue to require EOP or Industry Certification for students who Co-op.</p> <p>Continue curriculum meetings with department heads.</p> <p>Offer parent/teacher conferences and information night in January right before scheduling starts.</p> <p>Partner with ECTC to offer Dual Credit classes.</p> <p>Partner with AdvancedKY for AP resources.</p>			
	KCWP 4: Review, Analyze, and Apply Data	<p>Continue the tracking system to monitor student achievement for PSR. Target students that have no career or academic readiness.</p> <p>Identify high-need certifications.</p>	<p>Utilize the spreadsheet for early graduates, scheduling, and curriculum decisions. monitored by school and district administration.</p> <p>Offer opportunities such as ACT testing, Kyote testing, and</p>	Increase in the number of students who are CCR.	

Goal 6 (State your postsecondary goal.): Increase the post-secondary readiness rate from 64.2 to 76.0 (Low to medium) by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			certificate testing where applicable for these students.		

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Increase the average 4 and 5-year graduation rate from 92.9% to 94.1% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average 4 and 5-year graduation rate from 92.9% to 93.9% by 2023.	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.	Find solutions for barriers in relation to each student meeting their intended graduation target. Some solutions include summer school, credit recovery, Cougar Academy, and Plan B for seniors.	Recovery of credits. Enrollment at Cougar Academy, Plan B, and Summer school.	
		Utilization of credit recovery rooms at GCHS (Plan B) and AEC for students behind in meeting their targeted graduation date.	Monitor/analyze Edgenuity for progress monitoring on students.	Recovery of credits (weekly email from Mr. Jones)	
		Flexible scheduling will be utilized with the offering of classes online when needed to fit schedules.	Find solutions that meet the individual needs of the identified students and offer non-traditional scheduling options.		

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>