



# **Comprehensive School Improvement Plan**

**Garrard County High School**  
**Garrard County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		CSIP 2017

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

80% of the staff has four or more years of experience and 72% have education beyond a Bachelor's degree. 67% of the administration has three years of experience. 60.99% of the students qualify for Free/Reduced Priced lunch.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Since our school is located in a rural area, there is not a college in our county. We need to encourage our teachers to achieve National Board and high level education beyond a Bachelor's degree.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-**



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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Increase the percentage of students who are college and career ready from 78.9% to 81.3% % by 2017.

## Measurable Objective 1:

collaborate to increase the college and career readiness of Garrard County High School students to 81.3 by 06/15/2017 as measured by Unbridled Learning accountability..

## Strategy1:

Academic and Career Advising - School will collaborate with community members to mentor and advise students toward achieving academic and career goals.

Category: Career Readiness Pathways

Research Cited:

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a financial aid workshop where a KHEAA representative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Collaboration with College Admission Coordinators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

## Strategy2:

Targeted interventions - Targeted interventions will be used to promote reading and assist in college and career readiness.

Category: Career Readiness Pathways

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Research Cited:

Activity - Plato Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000 - Other	Teachers, Americorp, Counselors, Principal, ESS

Activity - ACT practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Counselors, Principal

Activity - ACT quality core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

### Strategy3:

College and Career Readiness Pathways - As the students enter the Sophomore year, they will declare a career cluster that will allow for intentional scheduling. Our intent will be for all students to have a career pathway in which they can meet career readiness requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/ Orientation	06/15/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, and Principal.

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Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students more rigorous course offerings through Advance Kentucky, dual credit with EKU, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principals.

Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - College and Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate the staff and students on career pathways.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Administrators, and Staff.

Activity - Career Certificates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - Other	Teachers, Counselors, and Principals.

## Goal 2:

Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.

### Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

### Strategy1:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Research Cited:

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Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education teachers

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GCHS Literacy team has been developed to create a literacy plan which will include reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, SBDM, Principal, District Literacy Team members

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School CIITS coordinator, Principals

Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Formative Assessment Vocational	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Administration, Counselors

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School leadership teams, School departments

Activity - Co-Op	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PBIS team, Principal

Activity - Rutherford strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principals, Teachers

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - District Funding	PASS instructor, SPED Director, Administration, Guidance Counselors.

Activity - Quality Core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	YSC, Teachers, Counselors, Principal

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Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

### Strategy3:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	School Leadership team

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Gear-up, Principal

### Strategy4:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

Research Cited:

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Activity - Home visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Parental communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy5:

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Research Cited:

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - Other	Teachers, Counselors, Principal

## Goal 3:

Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017

## Measurable Objective 1:

demonstrate a proficiency GCHS will increase the average combined reading and math scores to 54.1% by 06/15/2016 as measured by K-Prep.

## Strategy1:

Data Utilization - GCHS will utilize Data to effectively communicate to students their current level of performance and what modifications

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need to be made to achieve proficiency.

Category: Continuous Improvement

Research Cited:

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Administration

## Strategy2:

Curriculum Alignment - The curriculum will be aligned to eliminate gaps in learning. This will be done through PLC's and vertical alignment meetings with MS and HS.

Category: Continuous Improvement

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal, Central office

Activity - Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy3:

Academic Initiatives - Literacy strategies will be applied in all areas to ensure learning at high levels

Category: Learning Systems

Research Cited:

Activity - Literacy initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Program Review coordinator, Principal



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Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PD Coordinators, Teachers, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

## Goal 4:

Continue to increase teacher capacity to fully implement PGES during the 2016-17 school year to create a baseline for the percent of effective teachers.

### Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/15/2017 as measured by PGES..

### Strategy1:

Professional learning - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2016-2017 school year.

Category: Professional Learning & Support

Research Cited: PGES framework

Activity - Peer trainers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are currently or have been involved in the pilot program train fellow teachers.	Other	08/01/2016	06/15/2017	\$0 - No Funding Required	School administration and PGES team

Activity - Staff meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The framework will be incorporated in staff meetings to build capacity.	Professional Learning	08/01/2016	06/15/2017	\$0 - Other	School administration & PGES staff

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## Goal 5:

Continue to increase administrative capacity to fully implement PGES during the 2016-17 school year to ensure effective teaching and monitoring by administration.

## Measurable Objective 1:

collaborate to build capacity and set a baseline for effective principals in our school by 06/15/2017 as measured by the PPGES system.

## Strategy1:

Principal Effectiveness - The principal and the assistant principal will participate in trainings and callibration exercises to keep up to date on the PPGES system and how they can lead the school in implementing the PGES system according to the District CEP.

Category: Teacher PGES

Research Cited:

Activity - calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will calibrate their scoring of certified employees by working with other principals in group sessions according to the District CEP.	Professional Learning	08/01/2016	06/15/2017	\$400 - Title II Part A	Principals, district support staff

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will continue to learn more about CIITS and how to utilize it to its fullest extent to document and store information about certified evaluation.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, District Support Staff

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Stakeholders engaged for the purpose of completing this diagnostic are:

Parents, SBDM members, teachers and community members.

**Relationship Building**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

# Comprehensive School Improvement Plan

Garrard County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



**Decision Making**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 2.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

### Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength include:

\*Collaboration with community business partners through GEAR UP opportunities, the COOP program, career advising and the agriculture farm program. Our students are exposed to multiple business opportunities and career exploration opportunities. Parents are made aware of these and have opportunities to participate in career advising and counseling.

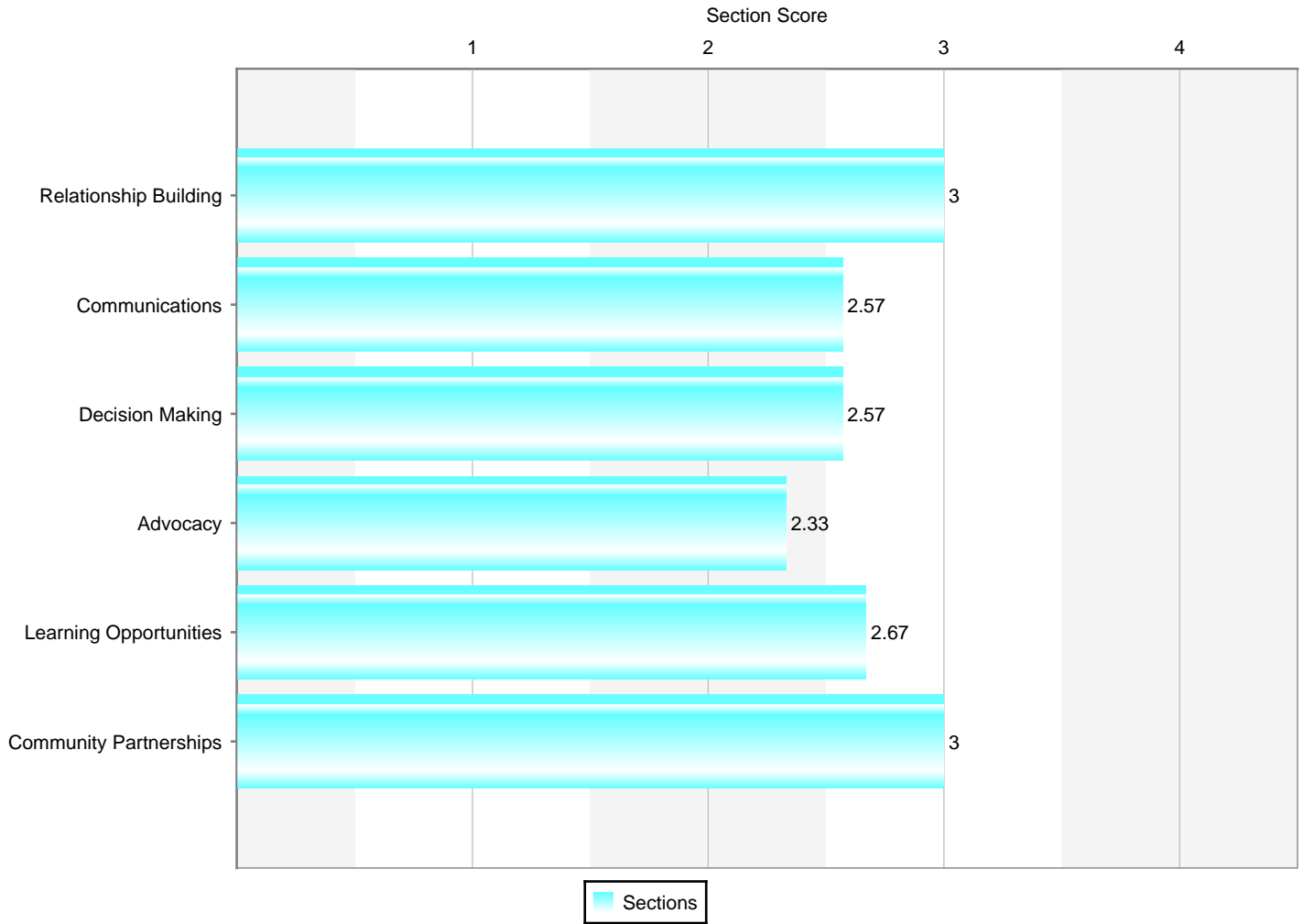
\*Parent members of parent organizations and booster clubs at the school continue to offer mentoring and assistance to parents who are just beginning to be involved in these organizations. The school offers opportunities for training parents who belong to these groups. The SBDM council parents act as mentor to other parent members of school organizations. We will sustain these practices by having parent leadership workshops led by our parent SBDM members. We will also ensure these opportunities for training to occur more than one time per year.

Areas of improvement include:

1. Including parents more often as advocates for their children's academic success.
2. Teaching parents how to advocate for their children and how to access advocacy. We will include this information on our school website and will discuss it with parents at ARC meetings and parent conferences.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**



## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders involved in the improvement planning process included all staff members, some student representatives and some parent representatives. The parents were selected from parent groups including SBDM members, parents who are active in booster clubs at the school and parents who could attend the meetings. Students were those who have shown student leadership and were able to fully participate in the meetings. The principal and assistant principal informed all groups of their roles on the planning committee. Some of these parents and students attended the district planning meeting as well.

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

The student, staff and parent representatives of our stakeholder groups were equally divided on the committees to work on data and determine needs. The information from those meetings was shared with all stakeholders. The plan is a culmination of collecting data from all groups, analyzing data from a wide variety of sources and hearing discussions about ways to continuously improve our school. Engaging our stakeholders is a priority for our school. The stakeholder surveys were given in the Spring of 2014 as a part of our district accreditation process. Some of the results are as follows:

On the staff survey the two highest responses were:

Indicator 3.9 (Teaching and Assessing for Learning) The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 4.3 (Resources and Support System) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

On the parent survey the two highest responses were:

Indicator 3.9 (Teaching and Assessing for Learning) The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 4.3 (Resources and Support System) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

On the student survey the two highest responses were:

Indicator 1.1 (Purpose and Direction) The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 3.2 (Teaching and Assessing for Learning) Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

When comparing the survey last year to this year:

Staff:

Governance and Leadership had a minimum average jump of .20.

Parents:

All areas (including all indicators) increased on the parent survey.

Students:

Resources and Support Systems (Indicator 4.3) jumped .19 points.

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

The final improvement plan will be on file in the front office of the school. It will also be on the school and district web pages for access by all stakeholders. The SBDM council will review the plan and the results of those reviews will be in the minutes of the meeting that are shared with stakeholders and shared at each SBDM meeting for approval. Teachers and staff will receive updates on the plan during PLC meetings and ILT meetings. Stakeholders will also receive information about the plan's progress through the weekly newsletter that is emailed to staff and parents. The school's 30-60-90 day plans that show progress toward goals are also posted on the district website at [www.garrard.kyschools.us](http://www.garrard.kyschools.us)

# **Phase I - Needs Assessment**

## **Introduction**

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

## Data Analysis

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

**What does the data/information not tell you?**

The questions we are trying to answer with this needs assessment include the following:

1. In what areas are we performing above, below, or at the state level?
2. In what areas do we need to improve?
3. In what areas are we succeeding?
4. Which groups of students should we target for interventions?
5. What are the next steps that should be taken for continuous school improvement?

What the data tells us: In 2016, our overall performance rose from 75.4 to and our percentile rank in Kentucky rose from 90 to . We are now classified as a Distinguished school for the second year in a row.

Areas for improvement were identified as the following areas in which we are below the state average:

\*writing- 45.2 compared to 50.0 state

\*language mechanics- 46.6 compared to 51.6 state

\*English II- 56.6 compared to 56.8 state

\*Algebra II- 31.8 compared to 38.2 state

\*Biology- 31.8 compared to 39.7 state

ACT average score- 18.9 compared to 19.4 state

% meeting benchmarks on PLAN:

\*English: 51.7 compared to 55.3 state

\*Math: 30.2 compared to 38.1 state

\*science: 43.6 compared to 47.4. state

PLAN scores:

\*English 15.6 compared to 16.2 state

\*Math 16.4 compared to 17.1

\*Science: 17.6 compared to 17.9

\* Overall:16.6 compared 16.6- 17.1 state

Areas where we were above the state include:

CCR we were 76.6 compared to 66.9 state

PLAN reading: we were 45.0 compared to 43.7

We identified gap students as the group to focus on with interventions.

Our gap students' scores were below the state average.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The climate and culture has had tremendous growth in the last four years. The TELL survey results reflect this growth. Our school scored above average in every area except instructional resources. We collect anonymous feedback from teachers at each PLC meeting. We use this feedback to make adjustments.

Our PLC structure requires teachers to collect, analyze and share common assessment data. This has assisted in the growth of GCHS from Apprentice to Proficient and then Distinguished. We have adjusted the master schedule to allow common planning for each core subject area. We also assigned special education teachers to specific content areas to ensure they are fluent with the instruction.

We added math and english intervention classes to ensure students receive RTI opportunities to ensure all students are able to graduate CCR (College and Career Ready).

## **Opportunities for Improvement**

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

Areas in need of improvement are the following:

Continued improvement in each of the major content areas.

Providing enough career pathways and avenues to meet the needs of our students.

The writing and english scores slightly dropped. A new Literacy/Writing team was created along with a new school-wide writing plan.

Math and Science scores both grew but we strive to continue the growth. Our assessment plan includes practice ACT testing and ACT specific instruction throughout the school year in Math, Science and English.



## **Conclusion**

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

Continue to reflect on practice ACT results and adjust instruction based on student needs.

Add more math and english intervention classes for underclassman.

Implement more Live Score On-Demand sessions and provide specific feedback to each student.

# **Plan for Comprehensive School Improvement Plan 2017**

## **Overview**

### **Plan Name**

Plan for Comprehensive School Improvement Plan 2017

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 78.9% to 81.3% % by 2017.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$15000
2	Increase the average 5 year freshman graduation rate from 90.9% in 2016 to 91.8% by 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$10000
3	Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.	Objectives: 1 Strategies: 5 Activities: 23	Organizational	\$10000
4	Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$0
5	Continue to increase teacher capacity to fully implement PGES during the 2016-17 school year to create a baseline for the percent of effective teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Continue to increase administrative capacity to fully implement PGES during the 2016-17 school year to ensure effective teaching and monitoring by administration.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$400

# Goal 1: Increase the percentage of students who are college and career ready from 78.9% to 81.3% by 2017.

**Measurable Objective 1:**

collaborate to increase the college and career readiness of Garrard County High School students to 81.3 by 06/15/2017 as measured by Unbridled Learning accountability..

**Strategy 1:**

College and Career Readiness Pathways - As the students enter the Sophomore year, they will declare a career cluster that will allow for intentional scheduling. Our intent will be for all students to have a career pathway in which they can meet career readiness requirements.

Category: Career Readiness Pathways

Activity - College and Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educate the staff and students on career pathways.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	No Funding Required	Counselors, Administrators, and Staff.
Activity - Career Certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Other	Teachers, Counselors, and Principals.
Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, and Principal.
Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allow students more rigorous course offerings through Advance Kentucky, dual credit with ECU, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, and Principal.
Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

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The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/Orientation	06/15/2016	06/15/2017	\$0	No Funding Required	District Support Staff, Teachers, Counselors, and Principal.
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Activity - Stem	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, and Principals.

### Strategy 2:

Targeted interventions - Targeted interventions will be used to promote reading and assist in college and career readiness.

Category: Career Readiness Pathways

Activity - Plato Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000	Other	Teachers, Americorp, Counselors, Principal, ESS

Activity - ACT practice test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	District Support Staff, Counselors, Principal

Activity - ACT quality core questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Comprehensive School Improvement Plan**

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Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Principal
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**Strategy 3:**

Academic and Career Advising - School will collaborate with community members to mentor and advise students toward achieving academic and career goals.

Category: Career Readiness Pathways

Activity - Collaboartion with College Admission Coordinators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	No Funding Required	Counselors, Principal

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a financial aid workshop where a KHEAA representative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	No Funding Required	Counselors, Principal

## Goal 2: Increase the average 5 year freshman graduation rate from 90.9% in 2016 to 91.8% by 2017.

**Measurable Objective 1:**

collaborate to successfully graduate high school at a rate of 91.8 by 06/15/2017 as measured by Unbridled Learning accountability.

**Strategy 1:**

Targeted interventions - Identify at-risk students and schedule their courses targeting the information related to their ILP.

Category: Continuous Improvement

Activity - Utilize ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize ILP's to schedule courses that support student college and career choices.	Academic Support Program	08/03/2015	06/15/2016	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Garrard County High School

A list of at-risk students will be maintained and reviewed periodically. The list will be created through the use of credit attainment, test data, and students involved with the school's PBIS and TDP programs. The list will be used to generate parent meetings to discuss possible interventions that will enable to be more successful.	Community Engagement	08/01/2016	06/15/2017	\$0	No Funding Required	Counselors, Principal
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Activity - Student Advocates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will have an advocate through the school's 4th period classes. At that time, all students are assigned to a class in the building.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Credit recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will continue to implement a 3 phase credit recovery . During the school day, a credit recovery class will be offered to allow students the opportunity to recover the class the students are currently enrolled within are failing. The school will offer a night school credit recovery program where students can attend and have the opportunity to make-up credits which will enable them to graduate on time. The school will offer the Golden Lion Academy for students who need an intensive intervention.	Academic Support Program	08/01/2016	06/15/2017	\$10000	General Fund	Teachers, Counselors, Principal

### Strategy 2:

Career Readiness Pathways - Based upon information attained through the ILP and test data, students will be guided to be career ready prior to graduation. Students will be given information about the Area Technology Center and Lincoln County Technology Center.

Category: Career Readiness Pathways

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Placement of at-risk students in a vocational setting.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Stem	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore students will be enrolled into Project Lead the Way coursework to increase the number of career ready students.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Career and Technical Education Funds	Career Counselor, Guidance Counselors, Administration

## Goal 3: Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.



# Comprehensive School Improvement Plan

Garrard County High School

## Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

## Strategy 1:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	School CIITS coordinator, Principals
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	PBIS team, Principal
Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	School leadership teams, School departments
Activity - Co-Op	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal
Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal
Activity - Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Comprehensive School Improvement Plan

Garrard County High School

A GCHS Literacy team has been developed to create a literacy plan which will includes reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, SBDM, Principal , District Literacy Team members
<b>Activity - Quality Core questions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal
<b>Activity - Rutherford strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0	No Funding Required	District Support Staff, Principals, Teachers
<b>Activity - PASS Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0	District Funding	PASS instructor, SPED Director, Administration , Guidance Counselors.
<b>Activity - Co-Teaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Special Education teachers
<b>Activity - Formative Assessment Vocational</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Administration , Counselors

## Comprehensive School Improvement Plan

Garrard County High School

### Strategy 2:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Activity - TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0	No Funding Required	School Leadership team
Activity - Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal
Activity - Gear Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0	No Funding Required	Gear-up, Principal

### Strategy 3:

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Activity - Plato	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000	Other	Teachers, Counselors, Principal
Activity - Technology Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

### Strategy 4:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

## Comprehensive School Improvement Plan

Garrard County High School

Activity - Parental communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Home visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

### Strategy 5:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Counselors, Principal

Activity - Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

**Comprehensive School Improvement Plan**

Garrard County High School

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	YSC, Teachers, Counselors, Principal

## Goal 4: Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017

**Measurable Objective 1:**

demonstrate a proficiency GCHS will increase the average combined reading and math scores to 54.1% by 06/15/2016 as measured by K-Prep.

**Strategy 1:**

Curriculum Alignment - The curriculum will be aligned to eliminate gaps in learning. This will be done through PLC's and vertical alignment meetings with MS and HS.

Category: Continuous Improvement

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Principal, Central office

**Strategy 2:**

Academic Initiatives - Literacy strategies will be applied in all areas to ensure learning at high levels

Category: Learning Systems

**Comprehensive School Improvement Plan**

Garrard County High School

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	PD Coordinators, Teachers, Principal

Activity - Literacy initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0	No Funding Required	Teachers, Counselors, Program Review coordinator, Principal

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0	No Funding Required	Principal, Assistant Principal

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0	No Funding Required	Teachers, Counselors, Principal

**Strategy 3:**

Data Utilization - GCHS will utilize Data to effectively communicate to students their current level of performance and what modifications need to be made to achieve proficiency.

Category: Continuous Improvement

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0	No Funding Required	Teachers, Counselors, Administration

**Goal 5: Continue to increase teacher capacity to fully implement PGES during the 2016-17 school year to create a baseline for the percent of effective teachers.**

**Measurable Objective 1:**

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/15/2017 as measured by PGES..

**Strategy 1:**

Professional learning - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2016-2017 school year.

Category: Professional Learning & Support

Research Cited: PGES framework

Activity - Staff meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The framework will be incorporated in staff meetings to build capacity.	Professional Learning	08/01/2016	06/15/2017	\$0	Other	School administration & PGES staff

Activity - Peer trainers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are currently or have been involved in the pilot program train fellow teachers.	Other	08/01/2016	06/15/2017	\$0	No Funding Required	School administration and PGES team

**Goal 6: Continue to increase administrative capacity to fully implement PGES during the 2016-17 school year to ensure effective teaching and monitoring by administration.**

**Measurable Objective 1:**

collaborate to build capacity and set a baseline for effective principals in our school by 06/15/2017 as measured by the PPGES system.

**Strategy 1:**

Principal Effectiveness - The principal and the assistant principal will participate in trainings and calibration exercises to keep up to date on the PPGES system and how they can lead the school in implementing the PGES system according to the District CEP.

Category: Teacher PGES

Activity - calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Garrard County High School

Principals will calibrate their scoring of certified employees by working with other principals in group sessions according to the District CEP.	Professional Learning	08/01/2016	06/15/2017	\$400	Title II Part A	Principals, district support staff
<b>Activity - CIITS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principals will continue to learn more about CIITS and how to utilize it to its fullest extent to document and store information about certified evaluation.	Professional Learning	08/01/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, District Support Staff



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PASS Program	Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0	PASS instructor, SPED Director, Administration, Guidance Counselors.
<b>Total</b>					\$0	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stem	Freshman and sophomore students will be enrolled into Project Lead the Way coursework to increase the number of career ready students.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Career Counselor, Guidance Counselors, Administration
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit recovery	The school will continue to implement a 3 phase credit recovery . During the school day, a credit recovery class will be offered to allow students the opportunity to recover the class the students are currently enrolled within are failing. The school will offer a night school credit recovery program where students can attend and have the opportunity to make-up credits which will enable them to graduate on time. The school will offer the Golden Lion Academy for students who need an intensive intervention.	Academic Support Program	08/01/2016	06/15/2017	\$10000	Teachers, Counselors, Principal
<b>Total</b>					\$10000	

**Comprehensive School Improvement Plan**

Garrard County High School

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
calibration	Principals will calibrate their scoring of certified employees by working with other principals in group sessions according to the District CEP.	Professional Learning	08/01/2016	06/15/2017	\$400	Principals, district support staff
<b>Total</b>					\$400	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff meetings	The framework will be incorporated in staff meetings to build capacity.	Professional Learning	08/01/2016	06/15/2017	\$0	School administration & PGES staff
Career Certificates	Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Teachers, Counselors, and Principals.
Academic Support	Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000	Teachers, Americorp, Counselors, Principal, ESS
Plato	The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000	Teachers, Counselors, Principal
<b>Total</b>					\$25000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Meetings	The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0	Counselors, Principal
Home visits	Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Parental communication	Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

Analyze achievement gap data	Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0	School leadership teams, School departments
Acceleration	Allow students more rigorous course offerings through Advance Kentucky, dual credit with EKU, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0	Teachers, Counselors, and Principal.
Collaboration with Community	The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/Orientation	06/15/2016	06/15/2017	\$0	District Support Staff, Teachers, Counselors, and Principal.
College and Career Pathways	Educate the staff and students on career pathways.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Counselors, Administrators, and Staff.
Support Programs	Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal
Quality Core questions	Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Co-Op	Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Gear Up	Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0	Gear-up, Principal
Common Assessments	Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal, Central office
CIITS	Principals will continue to learn more about CIITS and how to utilize it to its fullest extent to document and store information about certified evaluation.	Professional Learning	08/01/2016	06/15/2017	\$0	Principal, Assistant Principal, District Support Staff
Peer trainers	Teachers who are currently or have been involved in the pilot program train fellow teachers.	Other	08/01/2016	06/15/2017	\$0	School administration and PGES team
Financial Aid Workshop	The school will host a financial aid workshop where a KHEAA representative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Counselors, Principal

## Comprehensive School Improvement Plan

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ACT practice test	Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0	District Support Staff, Counselors, Principal
Walkthroughs	Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0	Principal, Assistant Principal
Parent Contacts	All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Plato Test Prep	The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher
Technology Improvement	Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Literacy Plan	A GCHS Literacy team has been developed to create a literacy plan which will include reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0	Teachers, Counselors, SBDM, Principal, District Literacy Team members
Utilize ILP's	Utilize ILP's to schedule courses that support student college and career choices.	Academic Support Program	08/03/2015	06/15/2016	\$0	Teachers, Counselors, Principal
Literacy initiative	The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0	Teachers, Counselors, Program Review coordinator, Principal
Student Growth Goals	Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0	PD Coordinators, Teachers, Principal
Drug, Alcohol, Tobacco Prevention	Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0	YSC, Teachers, Counselors, Principal
Career Readiness Pathways	Placement of at-risk students in a vocational setting.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

TELL survey	Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0	School Leadership team
Formative Assessment Vocational	Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Administration, Counselors
Persistence to Graduation Tool	Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Student Advocates	Each student will have an advocate through the school's 4th period classes. At that time, all students are assigned to a class in the building.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
ACT quality core questions	Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Principal
RTI	PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0	Teachers, Counselors, Principal
Aligning career curriculum and assessments	Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Teachers, Counselors, and Principal.
PBIS	The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0	PBIS team, Principal
Progress Reports	Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Co-Teaching	Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0	Principal, Assistant Principal, Special Education teachers
Rutherford strategies	Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0	District Support Staff, Principals, Teachers
Critical Thinking skills	Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
Utilize CIITS	Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0	School CIITS coordinator, Principals

## Comprehensive School Improvement Plan

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Stakeholder Involvement	A list of at-risk students will be maintained and reviewed periodically. The list will be created through the use of credit attainment, test data, and students involved with the school's PBIS and TDP programs. The list will be used to generate parent meetings to discuss possible interventions that will enable to be more successful.	Community Engagement	08/01/2016	06/15/2017	\$0	Counselors, Principal
Program Reviews	Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
PLC data analysis	Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Administration
Stem	Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, and Principals.
Collaboartion with College Admission Coordinators	The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0	Counselors, Principal
Formative/Summative Assessments	Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0	Teachers, Counselors, Principal
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School



**Assurances**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	The school is grades 9-12.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	The school is not Title I.	

# Comprehensive School Improvement Plan

Garrard County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A	The school is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	The school is not a Title I school.	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	The school is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	There is a method of identifying ESS students and those who will be taught during intervention time.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

# Comprehensive School Improvement Plan

Garrard County High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school coordinates services from GEAR UP, ESS, YCC and resources from Instructional Resource funding to help students succeed.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	The school is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	The school is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	The school is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	The school is not a Title I school.	

# Comprehensive School Improvement Plan

Garrard County High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.garrard.kyschools.us">www.garrard.kyschools.us</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**Comprehensive School Improvement Plan**

Garrard County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase the percentage of students who are college and career ready from 78.9% to 81.3% % by 2017.

**Measurable Objective 1:**

collaborate to increase the college and career readiness of Garrard County High School students to 81.3 by 06/15/2017 as measured by Unbridled Learning accountability..

**Strategy1:**

Academic and Career Advising - School will collaborate with community members to mentor and advise students toward achieving academic and career goals.

Category: Career Readiness Pathways

Research Cited:

Activity - Collaboartion with College Admission Coordinators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a financial aid workshop where a KHEAA representative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

**Strategy2:**

Targeted interventions - Targeted interventions will be used to promote reading and assist in college and career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - ACT quality core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal



# Comprehensive School Improvement Plan

Garrard County High School

Activity - Plato Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000 - Other	Teachers, Americorp, Counselors, Principal, ESS

Activity - ACT practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Counselors, Principal

### Strategy3:

College and Career Readiness Pathways - As the students enter the Sophomore year, they will declare a career cluster that will allow for intentional scheduling. Our intent will be for all students to have a career pathway in which they can meet career readiness requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principals.

Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students more rigorous course offerings through Advance Kentucky, dual credit with EKU, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

# Comprehensive School Improvement Plan

Garrard County High School

Activity - College and Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate the staff and students on career pathways.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Administrators, and Staff.

Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/Orientation	06/15/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, and Principal.

Activity - Career Certificates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - Other	Teachers, Counselors, and Principals.

## Goal 2:

Increase the average 5 year freshman graduation rate from 90.9% in 2016 to 91.8% by 2017.

### Measurable Objective 1:

collaborate to successfully graduate high school at a rate of 91.8 by 06/15/2017 as measured by Unbridled Learning accountability.

### Strategy1:

Career Readiness Pathways - Based upon information attained through the ILP and test data, students will be guided to be career ready prior to graduation. Students will be given information about the Area Technology Center and Lincoln County Technology Center.

Category: Career Readiness Pathways

Research Cited:

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore students will be enrolled into Project Lead the Way coursework to increase the number of career ready students.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - Career and Technical Education Funds	Career Counselor, Guidance Counselors, Administration.

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Placement of at-risk students in a vocational setting.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Targeted interventions - Identify at-risk students and schedule their courses targeting the information related to their ILP.

Category: Continuous Improvement

Research Cited:

Activity - Student Advocates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have an advocate through the school's 4th period classes. At that time, all students are assigned to a class in the building.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Utilize ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize ILP's to schedule courses that support student college and career choices.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Credit recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to implement a 3 phase credit recovery . During the school day, a credit recovery class will be offered to allow students the opportunity to recover the class the students are currently enrolled within are failing. The school will offer a night school credit recovery program where students can attend and have the opportunity to make-up credits which will enable them to graduate on time. The school will offer the Golden Lion Academy for students who need an intensive intervention.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - General Fund	Teachers, Counselors, Principal

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of at-risk students will be maintained and reviewed periodically. The list will be created through the use of credit attainment, test data, and students involved with the school's PBIS and TDP programs. The list will be used to generate parent meetings to discuss possible interventions that will enable to be more successful.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

## Goal 3:

Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.

# Comprehensive School Improvement Plan

Garrard County High School

## Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

### Strategy1:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	YSC, Teachers, Counselors, Principal

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

### Strategy2:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GCHS Literacy team has been developed to create a literacy plan which will includes reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, SBDM, Principal , District Literacy Team members

Activity - Rutherford strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principals, Teachers

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School CIITS coordinator, Principals

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PBIS team, Principal

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education teachers

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School leadership teams, School departments

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - District Funding	PASS instructor, SPED Director, Administration, Guidance Counselors.

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Quality Core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Co-Op	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Formative Assessment Vocational	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Administration, Counselors

### Strategy3:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Research Cited:

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Gear-up, Principal

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	School Leadership team

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy4:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Parental communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Home visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy5:

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Research Cited:

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - Other	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

## Goal 4:

Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017

### Measurable Objective 1:

demonstrate a proficiency GCHS will increase the average combined reading and math scores to 54.1% by 06/15/2016 as measured by K-Prep.

### Strategy1:

Academic Initiatives - Literacy strategies will be applied in all areas to ensure learning at high levels

Category: Learning Systems

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Literacy initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Program Review coordinator, Principal

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PD Coordinators, Teachers, Principal

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Principal, Assistant Principal

### Strategy2:

Data Utilization - GCHS will utilize Data to effectively communicate to students their current level of performance and what modifications need to be made to achieve proficiency.

Category: Continuous Improvement

Research Cited:



# Comprehensive School Improvement Plan

Garrard County High School

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Administration

### Strategy3:

Curriculum Alignment - The curriculum will be aligned to eliminate gaps in learning. This will be done through PLC's and vertical alignment meetings with MS and HS.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal, Central office

Activity - Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

### Goal 5:

Continue to increase teacher capacity to fully implement PGES during the 2016-17 school year to create a baseline for the percent of effective teachers.

### Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/15/2017 as measured by PGES..

### Strategy1:

Professional learning - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2016-2017 school year.

Category: Professional Learning & Support

Research Cited: PGES framework

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Peer trainers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are currently or have been involved in the pilot program train fellow teachers.	Other	08/01/2016	06/15/2017	\$0 - No Funding Required	School administration and PGES team

Activity - Staff meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The framework will be incorporated in staff meetings to build capacity.	Professional Learning	08/01/2016	06/15/2017	\$0 - Other	School administration & PGES staff

## Goal 6:

Continue to increase administrative capacity to fully implement PGES during the 2016-17 school year to ensure effective teaching and monitoring by administration.

### Measurable Objective 1:

collaborate to build capacity and set a baseline for effective principals in our school by 06/15/2017 as measured by the PPGES system.

### Strategy1:

Principal Effectiveness - The principal and the assistant principal will participate in trainings and calibration exercises to keep up to date on the PPGES system and how they can lead the school in implementing the PGES system according to the District CEP.

Category: Teacher PGES

Research Cited:

Activity - calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will calibrate their scoring of certified employees by working with other principals in group sessions according to the District CEP.	Professional Learning	08/01/2016	06/15/2017	\$400 - Title II Part A	Principals, district support staff

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will continue to learn more about CIITS and how to utilize it to its fullest extent to document and store information about certified evaluation.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, District Support Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017

# Comprehensive School Improvement Plan

Garrard County High School

## Measurable Objective 1:

demonstrate a proficiency GCHS will increase the average combined reading and math scores to 54.1% by 06/15/2016 as measured by K-Prep.

## Strategy1:

Data Utilization - GCHS will utilize Data to effectively communicate to students their current level of performance and what modifications need to be made to achieve proficiency.

Category: Continuous Improvement

Research Cited:

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Administration

## Strategy2:

Curriculum Alignment - The curriculum will be aligned to eliminate gaps in learning. This will be done through PLC's and vertical alignment meetings with MS and HS.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal, Central office

Activity - Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

## Strategy3:

Academic Initiatives - Literacy strategies will be applied in all areas to ensure learning at high levels

Category: Learning Systems

Research Cited:

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PD Coordinators, Teachers, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Literacy initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Program Review coordinator, Principal

## Goal 2:

Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.

### Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

## Strategy1:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education teachers

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School leadership teams, School departments

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PBIS team, Principal

Activity - Co-Op	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School CIITS coordinator, Principals

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GCHS Literacy team has been developed to create a literacy plan which will includes reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, SBDM, Principal , District Literacy Team members

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - District Funding	PASS instructor, SPED Director, Administration, Guidance Counselors.

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Activity - Rutherford strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principals, Teachers

Activity - Formative Assessment Vocational	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Administration, Counselors

Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Quality Core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

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Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	YSC, Teachers, Counselors, Principal

### Strategy3:

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Research Cited:

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - Other	Teachers, Counselors, Principal

### Strategy4:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Home visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

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Activity - Parental communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy5:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Gear-up, Principal

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	School Leadership team

**All children were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)



# Comprehensive School Improvement Plan

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The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.

## Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

## Strategy1:

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Research Cited:

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - Other	Teachers, Counselors, Principal

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Research Cited:

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School leadership teams, School departments

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Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - District Funding	PASS instructor, SPED Director, Administration, Guidance Counselors.

Activity - Rutherford strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principals, Teachers

Activity - Quality Core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education teachers

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School CIITS coordinator, Principals

Activity - Formative Assessment Vocational	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Administration, Counselors

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PBIS team, Principal

# Comprehensive School Improvement Plan

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Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GCHS Literacy team has been developed to create a literacy plan which will includes reading and writing strategies to implement across all subject areas. The team will plan writing scrimmages to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, SBDM, Principal , District Literacy Team members

Activity - Co-Op	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

### Strategy3:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	YSC, Teachers, Counselors, Principal

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

# Comprehensive School Improvement Plan

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Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

## Strategy4:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	School Leadership team

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Gear-up, Principal

## Strategy5:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Parental communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

**Comprehensive School Improvement Plan**

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Activity - Home visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

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

**Goal 1:**

Increase the average 5 year freshman graduation rate from 90.9% in 2016 to 91.8% by 2017.

**Measurable Objective 1:**

collaborate to successfully graduate high school at a rate of 91.8 by 06/15/2017 as measured by Unbridled Learning accountability.

**Strategy1:**

Targeted interventions - Identify at-risk students and schedule their courses targeting the information related to their ILP.

Category: Continuous Improvement

Research Cited:

Activity - Credit recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to implement a 3 phase credit recovery . During the school day, a credit recovery class will be offered to allow students the opportunity to recover the class the students are currently enrolled within are failing. The school will offer a night school credit recovery program where students can attend and have the opportunity to make-up credits which will enable them to graduate on time. The school will offer the Golden Lion Academy for students who need an intensive intervention.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - General Fund	Teachers, Counselors, Principal

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Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of at-risk students will be maintained and reviewed periodically. The list will be created through the use of credit attainment, test data, and students involved with the school's PBIS and TDP programs. The list will be used to generate parent meetings to discuss possible interventions that will enable to be more successful.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Utilize ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize ILP's to schedule courses that support student college and career choices.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Student Advocates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have an advocate through the school's 4th period classes. At that time, all students are assigned to a class in the building.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Career Readiness Pathways - Based upon information attained through the ILP and test data, students will be guided to be career ready prior to graduation. Students will be given information about the Area Technology Center and Lincoln County Technology Center.

Category: Career Readiness Pathways

Research Cited:

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore students will be enrolled into Project Lead the Way coursework to increase the number of career ready students.	Career Preparation/Orientation	08/01/2016	06/15/2017	\$0 - Career and Technical Education Funds	Career Counselor, Guidance Counselors, Administration.

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Placement of at-risk students in a vocational setting.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

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

## Goal 1:

Increase the percentage of students who are college and career ready from 78.9% to 81.3% % by 2017.

# Comprehensive School Improvement Plan

Garrard County High School

## Measurable Objective 1:

collaborate to increase the college and career readiness of Garrard County High School students to 81.3 by 06/15/2017 as measured by Unbridled Learning accountability..

### Strategy1:

Targeted interventions - Targeted interventions will be used to promote reading and assist in college and career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - ACT practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Counselors, Principal

Activity - Plato Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000 - Other	Teachers, Americorp, Counselors, Principal, ESS

Activity - ACT quality core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

### Strategy2:

Academic and Career Advising - School will collaborate with community members to mentor and advise students toward achieving academic and career goals.

Category: Career Readiness Pathways

Research Cited:

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Collaboartion with College Admission Coordinators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a financial aid workshop where a KHEAA represenative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

### Strategy3:

College and Career Readiness Pathways - As the students enter the Sophomore year, they will declare a career cluster that will allow for intentional scheduling. Our intent will be for all students to have a career pathway in which they can meet career readiness requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - Career Certificates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - Other	Teachers, Counselors, and Principals.

Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/ Orientation	06/15/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, and Principal.

Activity - College and Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate the staff and students on career pathways.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Administrators, and Staff.



# Comprehensive School Improvement Plan

Garrard County High School

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principals.

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students more rigorous course offerings through Advance Kentucky, dual credit with EKV, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

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

### Goal 1:

Increase the percentage of students who are college and career ready from 78.9% to 81.3% % by 2017.

### Measurable Objective 1:

collaborate to increase the college and career readiness of Garrard County High School students to 81.3 by 06/15/2017 as measured by Unbridled Learning accountability..

### Strategy1:

Targeted interventions - Targeted interventions will be used to promote reading and assist in college and career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - Plato Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide the Plato Test Prep program to all students through the ILP.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, Principal, Gear-up teacher

Activity - ACT quality core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core content teacher will incorporate ACT quality core questions into their instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

# Comprehensive School Improvement Plan

Garrard County High School

Activity - ACT practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Freshman, Sophomore and Junior will take a practice ACT at least one time per school year. Teacher will integrate passages/sets of questions into instruction to prepare students for testing.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Counselors, Principal

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to receive interventions in Math, and English, during targeted intervention classes for seniors. Students who are failing a course or who are under benchmark will receive the interventions through use of ESS daytime and AmeriCorps personnel.	Academic Support Program	08/01/2016	06/15/2017	\$15000 - Other	Teachers, Americorp, Counselors, Principal, ESS

## Strategy2:

College and Career Readiness Pathways - As the students enter the Sophomore year, they will declare a career cluster that will allow for intentional scheduling. Our intent will be for all students to have a career pathway in which they can meet career readiness requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students more rigorous course offerings through Advance Kentucky, dual credit with EKU, WKU, Murray State, and BCTC.	Academic Support Program	06/15/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine and revise curriculum and formative assessments to prepare students to be successful on KOSSA, Work Keys, ASVAB, Compass, and ACT.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principal.

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to foster and promote Project Lead the Way Program.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, and Principals.

Activity - College and Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate the staff and students on career pathways.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Administrators, and Staff.

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to work with industry and other community resources to provide real life experiences to be college and career readiness through the school's co-op program, guest speakers, Operation Preparation, Project Lead the Way, and Gear-up and YCC.	Career Preparation/ Orientation	06/15/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Teachers, Counselors, and Principal.

Activity - Career Certificates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize partnerships with the Area Technology Center, Lincoln County Technology Center, and in school vocational classes to increase the career certification offerings. Information will be communicated to students and parents.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - Other	Teachers, Counselors, and Principals.

### Strategy3:

Academic and Career Advising - School will collaborate with community members to mentor and advise students toward achieving academic and career goals.

Category: Career Readiness Pathways

Research Cited:

Activity - Collaboration with College Admission Coordinators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will collaborate with College/University admissions to invite admission coordinators to meet with students and assist with the application process.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a financial aid workshop where a KHEAA representative will be invited to speak to parents and give input to begin filling out the FAFSA forms.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

### Goal 2:

Increase the average 5 year freshman graduation rate from 90.9% in 2016 to 91.8% by 2017.

### Measurable Objective 1:

collaborate to successfully graduate high school at a rate of 91.8 by 06/15/2017 as measured by Unbridled Learning accountability.

### Strategy1:

Career Readiness Pathways - Based upon information attained through the ILP and test data, students will be guided to be career ready prior to graduation. Students will be given information about the Area Technology Center and Lincoln County Technology Center.

Category: Career Readiness Pathways

Research Cited:

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Stem	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore students will be enrolled into Project Lead the Way coursework to increase the number of career ready students.	Career Preparation/ Orientation	08/01/2016	06/15/2017	\$0 - Career and Technical Education Funds	Career Counselor, Guidance Counselors, Administration.

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Placement of at-risk students in a vocational setting.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Strategy2:

Targeted interventions - Identify at-risk students and schedule their courses targeting the information related to their ILP.

Category: Continuous Improvement

Research Cited:

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of at-risk students will be maintained and reviewed periodically. The list will be created through the use of credit attainment, test data, and students involved with the school's PBIS and TDP programs. The list will be used to generate parent meetings to discuss possible interventions that will enable to be more successful.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Credit recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to implement a 3 phase credit recovery . During the school day, a credit recovery class will be offered to allow students the opportunity to recover the class the students are currently enrolled within are failing. The school will offer a night school credit recovery program where students can attend and have the opportunity to make-up credits which will enable them to graduate on time. The school will offer the Golden Lion Academy for students who need an intensive intervention.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - General Fund	Teachers, Counselors, Principal

Activity - Student Advocates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have an advocate through the school's 4th period classes. At that time, all students are assigned to a class in the building.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Utilize ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize ILP's to schedule courses that support student college and career choices.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

### Goal 3:

Increase the average combined gap score among non-duplicated gap students from 51.3 in 2016 to 59.8 in 2017.

### Measurable Objective 1:

collaborate to increase the the gap score for reading and math from 51.3% to 59.8% by 06/15/2017 as measured by Unbridled Learning accountability.

### Strategy1:

Successful Transition - Activities to aid in the successful transition of students to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the persistence to graduation tool in IC to identify gap/at-risk students who require intensive intervention and support	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by programs that provide interventions such as credit recovery, Americorps, and Gear up	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Americorp teachers, Gear up teacher, Principal

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold weekly school leadership meetings with the administration and counselors to identify at-risk/gap students and develop appropriate strategies to enhance student success. The meetings will focus on student achievement.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Counselors, Principal

Activity - Drug, Alcohol, Tobacco Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction to prevent the use of drugs, alcohol, and tobacco	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	YSC, Teachers, Counselors, Principal

### Strategy2:

# Comprehensive School Improvement Plan

Garrard County High School

Technology - Integrate digital content and technology usage into the curriculum to promote acquisition of 21st century skills

Category: Other - technology

Research Cited:

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data to assess the effectiveness of the school's technology plan and make necessary adjustments as needed.	Technology	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Plato with our credit recovery classes.	Academic Support Program	08/01/2016	06/15/2017	\$10000 - Other	Teachers, Counselors, Principal

### Strategy3:

Instructional Strategies/Best Practices - Research-based instructional strategies and best practice activities will be identified and implemented based on proven educational practices.

Category: Learning Systems

Research Cited:

Activity - Quality Core questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement at least 5 quality core questions on all summative assessments	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are collaborating will teach in a subject area all day in an area where they are proficient. This will help students take advantage of teacher expertise. All core subjects will have common planning to allow collaboration for planning instruction.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school PBIS team will continue to monitor student data and offer suggestions to maximize the learning environment of the school building. The PBIS team will implement a check in/check out program to provide interventions for students who needs additional support.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PBIS team, Principal

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gaps by student groups, relative to state, district, and school assessments. We will use the data to drive needed instructional changes.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School leadership teams, School departments

Activity - Co-Op	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students who are enrolled in school's co-op program. The goal would be for all students who are enrolled in program to be college and/or career ready.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Rutherford strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to use Rutherford teaching strategies during PLC's . These will be monitored during walkthroughs and during formal observations.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principals, Teachers

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers to use CIITS; Utilize CIITS to access PGES information and to update student growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	School CIITS coordinator, Principals

Activity - Formative Assessment Vocational	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop KOSSA and WorkKeys type questions as formative assessments items and include them weekly in our classrooms.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Administration, Counselors

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be enrolled in the PASS program for intense behavioral support and academic assistance.	Behavioral Support Program	08/01/2016	06/15/2017	\$0 - District Funding	PASS instructor, SPED Director, Administration, Guidance Counselors.

Activity - Critical Thinking skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop critical thinking skills by incorporating inquiry based, project based, cooperative learning, and basic engineering skills into the classroom.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GCHS Literacy team has been developed to create a literacy plan which will include reading and writing strategies to implement across all subject areas. The team will plan writing assignments to be implemented school-wide.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, SBDM, Principal, District Literacy Team members

## Strategy4:

Customer Service - Customer service will continue to be a focus of the school with activities to foster the student learning experience and to connect families with school.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will make contact with parents of struggling students at least once every two weeks.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate, collect, and analyze surveys from families, students, and staff	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	School Leadership team

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-up will continue to provide funding and training to successfully implement new career pathways. The Yo-Yo report tracks students transition to college, work, etc. after high school.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Gear-up, Principal

## Strategy5:

Parental Involvement - The school will collaborate with parents to involve them in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Parental communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades every other week and will make contact if a student has a failing grade. All teachers will report failures to their department during PLC meetings.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal



# Comprehensive School Improvement Plan

Garrard County High School

Activity - Home visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and conferences will be made by school staff to at-risk students who are identified by credit attainment, TDP program, and PBIS team.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to update grades via IC weekly to keep parents updated on their children's progress.	Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

## Goal 4:

Increase the average combined reading and math K-Prep score from 44.4% to 59.8% in 2017

### Measurable Objective 1:

demonstrate a proficiency GCHS will increase the average combined reading and math scores to 54.1% by 06/15/2016 as measured by K-Prep.

### Strategy1:

Data Utilization - GCHS will utilize Data to effectively communicate to students their current level of performance and what modifications need to be made to achieve proficiency.

Category: Continuous Improvement

Research Cited:

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect data through the use of Grade Cam and will present student performance data to their PLC groups using the PSDA form and behavioral data.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Administration

### Strategy2:

Curriculum Alignment - The curriculum will be aligned to eliminate gaps in learning. This will be done through PLC's and vertical alignment meetings with MS and HS.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our common assessments will be be thoroughly monitored to ensure alignment with student learning objectives.	Policy and Process	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal, Central office

# Comprehensive School Improvement Plan

Garrard County High School

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts/humanities, practical living/career studies, writing and world language. The data from these will be used to plan for continued school improvement	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan researched based instructional activities utilizing formative and summative assessments. The assessments will mirror K-Prep like items and include rubrics to produce proficient work.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Counselors, Principal

### Strategy3:

Academic Initiatives - Literacy strategies will be applied in all areas to ensure learning at high levels

Category: Learning Systems

Research Cited:

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to assist students in setting individual growth goals.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	PD Coordinators, Teachers, Principal

Activity - Literacy initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use the program review process to determine the next goal in the school writing and literacy plans.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Program Review coordinator, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will continue to meet and discuss academic and behavioral benchmarks. The PLC's will review school intervention resources that are available and develop a plan for struggling students.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Teachers, Counselors, Principal

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be conducted regularly to provide quality feedback to maximize instructional success.	Academic Support Program	08/03/2015	06/15/2016	\$0 - No Funding Required	Principal, Assistant Principal

### Goal 5:

Continue to increase teacher capacity to fully implement PGES during the 2016-17 school year to create a baseline for the percent of effective teachers.

# Comprehensive School Improvement Plan

Garrard County High School

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## Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/15/2017 as measured by PGES..

## Strategy1:

Professional learning - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2016-2017 school year.

Category: Professional Learning & Support

Research Cited: PGES framework

Activity - Staff meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The framework will be incorporated in staff meetings to build capacity.	Professional Learning	08/01/2016	06/15/2017	\$0 - Other	School administration & PGES staff

Activity - Peer trainers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are currently or have been involved in the pilot program train fellow teachers.	Other	08/01/2016	06/15/2017	\$0 - No Funding Required	School administration and PGES team

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Garrard County High School is the only public high school in Garrard County. Opening in 1964, Garrard County High School was the consolidation of four local high schools in Garrard County. In 2010, the school relocated from the original location on Maple Avenue to the current location on Industry Road in Lancaster, KY. Garrard County High School is a 9th-12th grade school with approximately 750 students.

## **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.**

Garrard County High School Mission Statement - Garrard County High School will empower all students to be college and career ready.

Purpose/Core Values

To offer a comprehensive curriculum which will meet student needs and interests

To provide opportunities for growth through knowledge

To aid students in developing a sense of responsibility

To help students become more mature members of society

To develop self-discipline within students

To encourage student motivation and selflessness

PBIS Expectations:

Leadership

Integrity

Ownership

No Excuses

Self Control

## **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.**

Over the last 3 years, GCHS has been able to incorporate multiple strategies to increase the academic achievement of our students. We partnered with Advance KY to provide a more rigorous learning environment for our students. We now offer 15 AP classes and multiple opportunities for students to achieve CCR through course offerings and various career pathways. Over the past 4 years, GCHS has moved closer to a full collaboration model with our Special Education students. We continue to offer resource classes in math and English to meet the individual learning needs of all students, but our resource numbers have slowly declined. We are proud to be a participant in the YCC grant which allows us to increase participation in STEM opportunities. We have decreased our drop out numbers and have increased our graduation rate. The school continues to fully implement the PBIS program and have seen a decrease of referrals and suspensions. GCHS is working with Gear-Up to successfully transition our students and to work with the at-risk students to ensure completion of High School. In school tutoring has been implemented with the addition of Americorps, ESS and GEAR UP staff. During the next 3 years, the goals of the school will include for every student to achieve proficiency, leave GCHS as being college and/or career ready, and to graduate High School within 4 years. The school will focus on being innovative with technology so all students will leave GCHS with 21st Century skills necessary to compete in a global market. Researched based interventions and resources will be implemented to improve the achievement for all students.



## **Additional Information**

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

GCHS is extremely proud to be recognized as a Distinguished high school. By continually reflecting on our successes and identifying areas of improvement, we will strive to continue with this distinguished rating as a school that is able to successfully reach all students.