EVERY CHILD

PROFICIENT & PREPARED FOR
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KENTUCKY DEPARTMENT OF EDUCATION

Comprehensive School Improvement

Plan - Priority

Greenup County High School

Greenup County

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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 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Executive Summary

Introduction

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

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

Description of the School

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

Introduction

Greenup County High School is located in northeastern Kentucky on the Ohio River. Greenup County is part of the Huntington, WV, Ashland, KY, and Ironton/Portsmouth, OH, metropolitan region.   However, Greenup County is predominately rural. The few jobs available in the district are generally "blue collar," so there is often a need to supplement incomes. A number of Greenup's population seeks to improve their family's quality of life through agriculture. Farming in Greenup County includes raising livestock and growing tobacco and grain products. Because of a family's investment in time and hard work - often over several generations, many students feel that, having been born and raised here, they must stay in the general area to work and raise their own families. Most believe they have an obligation to remain local and may not even plan or dream of leaving the area for employment or to pursue careers. Greenup County, in many ways, signifies home, safety and security for them.

Description of the School

Greenup County High School (GCHS) is located on the flood plain of the Ohio River near Lloyd, Kentucky, close to the Greenup Locks and Dam. GCHS has 840 students, 48 certified staff members, and 6 instructional aides. The county consists of three communities; Greenup, Wurtland, and South Shore. The demographics as of the census] of 2010 are 36,891 people, 14,536 households, and 11,032 families residing in the county. The racial makeup of the county is 98.07% white, 0.57% African American, 0.19% Native American, 0.38% Asian, 0.15% from other races. Of the 14,536 households 32% have children under the age of 18 living with them, 62.30% are married couples living together, 10.40% have female head of household with no husband present, and 24.10% are non-family members living together. The average household size is 2.51 and the average family size is 2.91.

Unique challenges that Greenup County faces as a community begin with the large geographic area that the county encompasses. Some students ride a school bus for an hour or more to reach the high school.   The high school's attendance area is vast enough that many students enroll in other districts simply because of the proximity to other schools. Although its population is small, Greenup County also has two independent school districts that enroll significant numbers of county residents.

Greenup County suffers from an unemployment rate above the national average and has little industry to offer workers in its community. In many ways, the district is a "bedroom" community since those who have jobs leave the confines of the county borders to work in the larger Tri-State area.

Faculty and staff at GCHS are committed to providing opportunities for academic growth in all areas of the curriculum. The school has gone through a transformation process since the 2010/2011 school year. In the fall of 2010, GCHS was identified as a "Persistently Low Achieving" school. A Leadership Assessment was conducted by the Kentucky Department of Education and it was determined that a change of leadership was needed to improve GCHS. The School Transformation Model was put in place according to Senate Bill 1. A new principal was hired to begin the turnaround process. This principal stayed for one year. In September 2012, the assistant principal became the principal of GCHS. In July of 2011, a School Turnaround team consisting of building administrators, teachers, and classified & certified district office staff was assembled to be a part of this process. Transformational changes have allowed GCHS to offer reading and math interventions to all students below benchmark on PLAN and ACT and below proficiency on MAP assessments.

GCHS has hired a Coordinator of Student Advocacy and Mentoring that meets many of the non-cognitive needs that often keep our students from meeting academic success. Strategies introduced and implemented by the CSAM are: Mentoring Program for students that may be 'at risk' or students who just need extra support; a School Food Pantry; motivational and instructional assemblies; Staff and Student Recognition

and monitoring Credit Recovery. This individual serves on the Truancy Diversion Committee and closely monitors student attendance.

The Freshman Academy was implemented at the beginning of the transformation process to provide a smooth transition for incoming freshmen by keeping all of their classes in a common area of the school and providing freshmen enhancement opportunities. A dramatic decrease in ninth grade behavioral referrals and retentions along with an increase in attendance are credited to the work of the Freshman Academy.

The Positive Approach to Student Success program (PASS) has been implemented to reduce at-risk behaviors that were interfering with student learning. PASS provides behavior education services to students with emotional and behavioral issues. The primary setting in which these services are provided is the mainstream classroom. PASS is founded on the belief that youth benefit behaviorally from educational experiences with their appropriately behaved peers and academically from participation in the general curriculum. With the ongoing support of a PASS specialist, each student in PASS learns, practices, and implements individualized strategies that address targeted behaviors of concern.

At GCHS, we have a 52% male and 48% female population. The Caucasian population is 97.7%; African American consists of 9 students which make up 1.1%; Hispanics at GCHS total 5 students which is .6%; Asian population currently has 1 student at .01% of the population. More than half of GCHS students (56.3%) qualify for free or reduced lunch. There are 48 certified staff at GCHS; 47 teachers are Caucasian, one is of Hispanic descent.

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.

School's Purpose

Mission Statement:

We, the teachers, staff, community and students of Greenup County High School resolve that all students reach the standards of college and/or career readiness.

Vision Statement:

"College & Career Readiness for All"

Belief Statements:

We at GCHS believe that all students can learn at high levels.

We believe that the most critical factor in student learning is the teacher in the classroom.

We believe that a student's intent to learn can be motivated through the persistence and kindness of school professionals.

We believe our work helps to create productive citizens for the Commonwealth of Kentucky and the United States of America.

Embodies Purpose through Program Offerings and Student Expectations

Our purpose is to prepare students for life as an adult following a successful high school experience. The emphasis on being ready for college and career is our guiding focus. Core content teachers are focusing on individual student needs as determined by assessment data and MAP scores. RTI is provided in areas that where students are shown to be deficient. in.

The creation of Professional Learning Community (PLC's) meetings have enabled the faculty to have an opportunity to plan, schedule, and grow. All core content teachers have common planning for PLC meetings. Core content teachers meet in their PLC's weekly. Education Recovery Specialists and administrative team members attend staff PLC meetings and are members of an administrative PLC group. PLC meetings at GCHS are academically focused. The meetings are a professional time used to analyze student data and develop processes in order to enhance student achievement. PLC meetings are also an opportunity for embedded professional development based on data about student need.

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.

Notable Achievements & Areas of Improvement
 In the last two years Greenup County High School has improved from the 5th percentile to the 71st percentile. Many research based practices, programs, and initiatives have been implemented that led to higher levels of student success and achievement.
 Attendance for both students and teachers has improved since turnaround efforts began. The administration and other stakeholders developed an attendance Plan Do Study Act (PDSA) in collaboration with the district office support, teacher participation, & the input from GCHS Attendance Clerk. The PDSA includes work with the truancy diversion program and the local district judge from Greenup County to support the need for students to attend school. This systematic plan has led to increased student attendance. The overall attendance rate for the 2010-11 school year was 88.3% and this percentage increased to 90.4% for the 2011-12 school year. At the conclusion of the 2012-2013 school year GCHS increased its attendance percentage to 91.33%. Our attendance rate is currently 93.39% thus far for the 2013-2014 school year.
Data analysis has become a common practice for GCHS staff. This analysis is beginning to get to the student level as students have started keeping data notebooks in all "Core Classes". The analysis of state assessment data was led by the ERS team and administrative team. This analysis showed teacher ownership and diligence. Next steps were planned for academic improvement based on these results. Data questions are routinely used by staff and students when looking at all data. The GCHS staff also routinely uses the PLUS/DELTA tool to gather data on topics related to school improvement, teacher effectiveness and student achievement. The leadership team uses the Shipley review rubric for a systems check several times throughout the year. There is also a process for gathering and processing data for the Quarterly Report that is used to measure academic and non-cognitive progress.

Recently released data for the 2013-2014 state accountability testing cycle showed that GCHS is improving in several categories in both academic and non-cognitive areas. The school's overall academic index was 58.3, designating GCHS as a Proficient high school. GCHS also raised college and career readiness from 31% for the 2010-2011 school year to 45.9% for the 2011-2012 school year. Last academic year, 2012-2013, GCHS improved its College & Career Readiness to 58.1%. A celebration assembly was held to honor students meeting EPAS benchmarks and proficiency & distinguished score on end of course assessments. The language of college/career readiness is evident in most interactions between teachers and students. Students are now keenly aware of what it means to meet benchmark. Students not meeting college benchmarks are placed in interventions classes based on their academic needs. GCHS also has students that are actually volunteering for interventions that are hoping to improve ACT scores and enhance their college readiness. More students are receiving interventions in math and reading since school turnaround began. Teachers are using MAP and EPAS data to place students in the appropriate tiers of intervention as well as classes that best meet individual learning needs.

Collaboration between the Greenup County Area Vocational School and Greenup County High School has streamlined access to industry certification in the areas of information technology, nursing assistant, physical therapy assistant, and welding and other work skills career opportunities. An agreement with Ashland Community and Technical College provides "dual credit courses" in all content areas.
The successful implementation of PLC's has been crucial in moving GCHS forward. PLC's meetings are attended by ER staff or administrative team member. Meetings are led by a teacher leader from each department. Data analysis is done during PLC meetings that guide the planning of instruction, assessment, and professional development to meet the needs of 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.

Areas of Improvement

The school principal has placed the challenge with the staff that even though they have shown improvement, much more can be done. The staff cannot become complacent and must continue to strive toward greater service and effectiveness. GCHS has set the following goals for the 2013-2014 school year: College and Career readiness to 80% (with bonus)- currently at 69.73% (with Bonus), academic index score of 64- currently at 58.3, A 50% increase of 9th, 10th, 11th grade economically disadvantaged and with students with disabilities will demonstrate proficiency in Reading on the Spring 2013 MAP assessment by the end of this school year as measured by Spring 2013 to Spring 2014 MAP assessment. We want to continue to increase the attendance rate for students and teachers.

A significant area of improvement for GCHS is to develop strategies and implement research based practices to close the achievement gap for special education students. GCHS has formed a Special Education PLC to address GAP reduction. This PLC is being provided professional development and training in differentiation and special education collaboration in order to increase achievement for our students with disabilities.

GCHS wants to continue to build and support strong systems that are in place, now. These systems will continue to operate effectively after the ER staff leaves GCHS and all school improvement funds have been exhausted. It is important that these systems are in place in order to show improvement each year. Continued training of staff in all areas is important for sustainability and continued improvement.

CSIP March 20 Update

Overview

Plan Name

CSIP March 20 Update

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 average Freshman Graduation Rate by 1.2% from the previous cohort.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	$150
2	Increase the percentage of students who are college and career ready from 58.1% to 67% by 2015.	Objectives: 1 Strategies: 6 Activities: 10	Organizational	$46400
3	Increase the combined average reading and math from 29.1.% to 51.0% by 2014.	Objectives: 2 Strategies: 7 Activities: 14	Academic	$350600
4	All students will have the opportunity to participate in activities and receive services designed to improve and promote school culture.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$750
5	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000
6	At Greenup County High School, the number of Proficient students in Reading will increase by 50% by the end of the 2013/2014 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$250000
7	At Greenup County High School, the number of Proficient students in Math will increase by 50% by the end of the 2013/2014 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$60000
8	Greenup County will increase their graduation rate based on the state benchmarks.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
9	Students will increase KPrep scores at Greenup County High School.	Objectives: 2 Strategies: 1 Activities: 2	Academic	$140000

Goal 1: Increase average Freshman Graduation Rate by 1.2% from the previous cohort.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the graduation rate of GCHS from 87.2% to 88.4% by 06/09/2014 as measured by the Four-Year Adjusted Cohort Rate..

Strategy 1:

Targeted Instructional Interventions - Administrative Team Members will plan 9th Grade Transition Activities to establish expectations and school goals.

Category:

Research Cited: Best Practices

Activity - 9th Grade Transition Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Team Members will plan 9th Grade Transition meetings to establish expectations and school goals.	Academic Support Program	04/15/2013	08/13/2013	$0	No Funding Required	Tammy McCown Amanda Powell Freshman Academy Staff

Activity - Graduation Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Team will model and share the PDSA process using graduation data and developing next steps.	Policy and Process	08/13/2013	10/14/2013	$0	No Funding Required	ERS Team Leadership Team

Strategy 2:

Parent/Teacher Conferences - Freshman Academy Team will conduct Parent/Teacher conferences for students who have been identified as 'at risk' for retention each grading term.

Category:

Research Cited: Best Practices

Activity - Parent/ Teacher Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have failed two classes per grading term or at risk of failing English will meet with their teachers and parents to discuss strategies and solutions.	Parent Involvement	10/16/2013	05/15/2014	$150	District Funding	Amanda Powell Tammy McCown Freshman Academy Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide opportunities for parents to become involved in their child's education such as: PTO, College Fair Night, FAFSA Workshop, Informational Meetings, ACT Blitz, etc.	Parent Involvement	10/17/2012	05/15/2015	$0	No Funding Required	Leadership Team

Strategy 3:

Needs Based Placement in Math and Reading - Assessment data will be analyzed and used for scheduling purposes to insure all students are in the appropriate level math class and to determine if reading or math RTI placement is needed.

Category:

Research Cited: Best Practices

Activity - Needs Based Placement in Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will analyze data through a work session so all students will be appropriately scheduled.	Academic Support Program	03/25/2013	08/13/2013	$0	No Funding Required	Leadership Team

Strategy 4:

Mentoring - Students who have been identified as 'at risk' emotionally or academically will be encourage to join the school's mentoring program.

Category:

Research Cited: Best Practices

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a weekly mentoring session with volunteer mentors. Students will discuss problems either at school or home. Mentors will come up with coping strategies for students to help manage their situations.	Behavioral Support Program	08/13/2013	06/03/2014	$0	No Funding Required	Andrea Daniels Mentors Counselors

Goal 2: Increase the percentage of students who are college and career ready from 58.1% to 67% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the CCR percentage from 58.1% to 67.0% by 06/09/2014 as measured by Unbridled Learning Formula.

Strategy 1:

Academic and Career Advising - Personal Attention to individual students

Category:

Research Cited: Best Practice

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP information will be used by teachers for strategy planning (i.e. learning styles, multiple intelligences, etc.) and for goal-setting in data notebooks. This will be added to talking points for student data day work.	Career Preparation/Orientation	02/25/2013	05/16/2014	$0	No Funding Required	Counselors Leadership Team ERS Staff

Strategy 2:

Career Advising - Senior Counselor will provide a college fair for all Seniors to attend where students may meet one-on-one with representatives from colleges to gain

information of school's expectations.

Category:

Research Cited: Best Practice

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A college fair will be provided for seniors to attend with their parents to gain information on college expectations for entrance and scholarship opportunities.	Career Preparation/Orientation	10/23/2013	11/01/2013	$0	No Funding Required	Barbie Lemaster

Activity - Close the Deal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lt. Governor intiative to collaborate with community stakeholders and post-secondary institutions to encourage the senior class to make plans for post-secondary opportunties.	Other	10/29/2013	10/29/2013	$0	No Funding Required	Teachers, Community Stakeholders, and Administrators

Strategy 3:

Targeted Interventions - Students who are below benchmark in one or more areas will receive interventions in that subject with the ability to take the COMPASS and

KOYTE after completing the intervention programs. (transition math class, reading interventions, ACT Prep Pull out)

Category:

Research Cited: Best Practice

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be placed in intervention groups based on their benchmark scores on ACT. After completing intervention program(s) students will take college placement assessments. (COMPASS, KOYTE, and ACT)	Academic Support Program	04/15/2013	05/15/2014	$0	No Funding Required	Amanda Powell Barbie Lemaster Jeani Gollihue Sarah Johnson Sherry Hopper

Strategy 4:

Collaboration with GCATC - GCHS will collaborate with GCATC to increase our career readiness by scheduling students in a career pathway during their freshman and sophomore year. Also by working together to prepare for assessment such as ACT, Work Keys, and ASVAB.

Category:

Research Cited: Best Practice

Activity - Collaboration with GCATC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be schedule in the career pathway of their choice by the end of their sophomore year. They will be provided with opportunities to take the ASVAB, Work Keys, and Industry Certification test to obtain career readiness.	Career Preparation/Orientation	11/08/2013	11/07/2014	$300	District Funding	Amanda Powell Sarah Johnson

Strategy 5:

ACT Blitz - All students were provided the opportunity to attend eight sessions of ACT prep.

Parents were provided an opportunity to attend an informative meeting that addressed ACT readiness and the importance of meeting benchmarks.

Category:

Research Cited: Best Practices

Activity - ACT Blitz Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were given the opportunity to attend an informational meeting to be made aware of ACT benchmarks and ACT prep sessions at GCHS.	Parent Involvement	01/22/2013	02/28/2013	$700	Title I Part A	Jason Smith, Amanda Powell, Craig Wilburn, Sara Sexton, Andrea Daniels, and Faculty & Staff

Activity - ACT Prep Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were given eight ACT prep sessions during Remediation Period & additional sessions after school.	Tutoring	01/29/2013	02/28/2013	$400	General Fund	Amanda Powell, and faculty & staff.

Strategy 6:

120 Day CCR Plan - Monthly activities to help students reach College & Career Readiness.

Category:

Research Cited: Best Practices

Activity - Compass Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR-120-1: SENIORS TWO POINTS BELOW BENCHMARK IN ENGLISH AND READING WILL BE TESTED USING COMPASS IN NOVEMBER AND RETESTED IN FEBRUARY AT ACTC TO INSURE SUCCESS. IF NECESSARY THEY WILL BE RETESTED AGAIN IN APRIL.	Academic Support Program	01/08/2013	02/08/2013	$0	No Funding Required	AMANDA POWELL BARBIE LEMASTER NANCY HEINEMAN SHARON MILLER

Activity - Gap Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR- 120-2: THE GAP COORDINATOR/DATA ANALYSIS COORDINATOR WILL PROVIDE A DATA REPORT MONTHLY OF STUDENTS WHO ARE NOT COLLEGE AND CAREER READY TO BE PLACED IN APPROPRIATE INTERVENTIONS TO ADMINISTRATORS AND TEACHERS	Academic Support Program	12/19/2012	02/08/2013	$45000	Title I SIG	Sherry Hopper

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR-120-4: THE COUNSELORS WILL TRAIN THE FACULTY IN THE ACT PREP ILP PROGRAM.	Academic Support Program	01/29/2013	02/08/2013	$0	No Funding Required	TAMMY MCCOWN BARBIE LEMASTER

Goal 3: Increase the combined average reading and math from 29.1.% to 51.0% by 2014.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 14% increase of Tenth grade students will collaborate to increase the overall reading EOC scores 38.3% to 43.3% in English Language Arts by 04/22/2013 as measured by End-of-Course Assessment.

Strategy 1:

Academic Strategies - Administrative team will gather data from stakeholders to refine instruction focus of the current work. The team will also reflect changes of non-negotiables and walk-through data as needed.

Category:

Research Cited: Best Practice

Activity - Walk-Through Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Walk-Through protocol will be used to ensure systematic use of the data to truly impact student growth and achievement. (process might include teacher coaching and student-led learning)	Policy and Process	01/23/2013	01/23/2014	$5000	District Funding	Jason Smith Amanda Powell Craig Wilburn

Activity - Questioning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a work session for all faculty concerning appropriate questioning strategies that addresses high orderer thinking.	Academic Support Program	02/05/2013	05/15/2014	$500	Title I SIG	Leadership Team

Activity - Mission/Vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will re-visit the vision/mission survey for all stakeholders to gather data to refine vision/mission to focus the current work.	Community Engagement	02/04/2013	05/05/2014	$0	No Funding Required	Leadership Team All Stakeholders

Strategy 2:

RTI - Interventions for individual needs of students in reading and math.

Category:

Research Cited: Best Practice

Activity - RTI-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in Reading RTI based on assessment data. Student who are below a 230 RIT Band on the MAP Assessment will be placed in Read Right or will receive reading pull-out interventions.	Academic Support Program	01/23/2013	05/16/2014	$135000	Title I SIG	Read Right Staff ERS Team Amanda Powell

Activity - Quality Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The teachers and students will use data notebook to keep goals on the forefront and to share accountability rather than just as a reporting instrument.	Policy and Process	01/23/2013	05/16/2014	$0	No Funding Required	Faculty Students Leadership Team

Strategy 3:

CIITS - Use CIITS to Align PLC Work

Category:

Research Cited: Best Practices

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Activity - High Order Thinking Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Team will provide work sessions for each department pertaining to High Order Thinking Strategies for improving student learning. (i.e. cooperative learning)	Professional Learning	08/06/2013	05/15/2015	$0	No Funding Required	Diana Whitt Jason Smith

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Team will implement instructional technology pieces in the walk-thru instrument to address deficiencies in the Leadership Assessment Report.	Technology	08/13/2013	05/15/2014	$0	No Funding Required	Jason Smith

Activity - CIITS Usage Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will run CIITS reports for the PLC Meetings to determine next steps and schedule dates for coaching staff in deficient areas.	Policy and Process	02/26/2013	04/10/2014	$0	No Funding Required	Andrea Daniels Jason Smith

Strategy 4:

Curriculum Assessment/Alignment - Work Sessions and Curriculum Alignment

Category:

Research Cited: Best Practice

Activity - School Wide Test Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ERS team will schedule a school-wide test data analysis session during PLC meetings and use Data Questions to help with the analysis.	Policy and Process	11/21/2012	05/15/2015	$0	No Funding Required	ERS Staff

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Faculty will meet during the PLC meetings to align curriculum through their mapping tools.	Academic Support Program	08/07/2012	05/16/2014	$0	No Funding Required	Jason Smith ERS Staff

Strategy 5:

Program Reviews - Program Review Data will be used to implement processes

Category:

Research Cited: Best Practices

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Reviews will be analyzed during PLC meetings for process to be implemented in instructional implications in all content areas.	Policy and Process	01/23/2013	05/16/2014	$0	No Funding Required	Jason Smith Team Leaders ERS Staff

Activity - Program Review System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A systematic process has been implemented to review work in order to share accountability with non-tested courses. Program Review committees have been established. The committee will trained to use charts and to documented appropriate evidences.	Policy and Process	01/23/2013	05/16/2014	$0	No Funding Required	Jason Smith Bryan Mosier Amanda Hensley

Measurable Objective 2:

A 14% increase of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the overall math EOC score from a 37.9% to 42.9% in Mathematics by 05/30/2013 as measured by End-of-Course Assessment Data.

Strategy 1:

RTI-Math - Interventions for individual student needs in math based on benchmarks.

Category:

Research Cited: Best Practice

Activity - RTI-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in the appropriate math class based on assessment data. Students scoring below grade level will be placed in integrated math class with a RTI Lab. RTI Labs are differentiated for student based needs.	Academic Support Program	08/13/2013	01/16/2015	$210100	Title I SIG	ERS Staff Dr. Thomas/EKU Math Initiative Leadership Team

Strategy 2:

Needs Based Placement - Allows students to be placed in appropriate Math Classes to meet their individual needs.

Category:

Research Cited: Best Practice

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Department will analyze math data to determine individual student needs. Math Department will make recommendation to the Leadership Team for student placement in Math Courses.	Academic Support Program	08/08/2012	05/15/2015	$0	No Funding Required	Math Department Faculty ERS Staff Dr. Thomas/ EKU Math Initiative

Goal 4: All students will have the opportunity to participate in activities and receive services designed to improve and promote school culture.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve the culture of our school through meeting the non-academic needs of all students as measured by using a variety of sources by 05/16/2014 as measured by Surveys, quarterly report, 30/60/90, etc..

Strategy 1:

School Climate - Students and their guardians will be provided multiple opportunities to engage the school community through a variety of activities encompassing the full spectrum of academic and social opportunities.

Category:

Research Cited: Best Practices

Activity - Parent/Teacher Organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An active PTO will be fostered in the school, affording an opportunity for all parents to participate in the school.	Parent Involvement	02/04/2013	05/16/2014	$0	No Funding Required	Jason Smith Angie Eastham Scarlet Shoemaker

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least two open houses will be scheduled, one in the fall and on in the spring, focused on opening the lines of communication between school and home.	Parent Involvement	01/23/2013	05/16/2014	$0	No Funding Required	Jason Smith Leadership Team

Activity - After School Social Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be afforded the opportunity to participate in after school social activities, designed to reinforce social expectations introduced during the school day. (Clubs, Spirit Night, dances, etc.)	Community Engagement	01/24/2013	05/23/2014	$0	No Funding Required	Jason Smith Faculty

Activity - Academic/Attendance/Athletic Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of activities, including but not limited to- Distinguished Dinner, Award Ceremonies, Good Faith Effort will be held during the school year. Parental involvement will be encouraged by communicating these events through different available media.	Behavioral Support Program	01/25/2013	05/17/2013	$750	Title I SIG	Jason Smith Youth Service Center

Strategy 2:

Technology Policy - Develop and Implement Student Use of Technology

Category:

Research Cited: Best Practice

Activity - Technology Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a student use of technology policy to include enhancement of learning outcomes and diversity.	Policy and Process	10/12/2012	05/16/2014	$0	No Funding Required	Sandra Ferrer

Strategy 3:

Learning Environment - Improve the processes and monitoring for school culture

Category:

Research Cited: Best Practices

Activity - PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Team will continue to review a PDSA concerning attendance and tardies by revising and creating changes as needed. Process will include incentives, consequences and next steps.	Policy and Process	08/06/2012	05/16/2014	$0	No Funding Required	Andrea Daniels Mike Raby Attendance Committee

Activity - Student Accountability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Team and Teachers will use Student Data Notebooks to reflect student accountability. Students will set goals and discuss their assessments with teachers and Assessment Teams.	Behavioral Support Program	08/06/2013	05/16/2014	$0	No Funding Required	Jason Smith ERS Staff

Activity - Student Behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Criteria for common areas will allow student-focused behaviors that prompt learning will be implemented during orientation, first days of schools, and after each break.	Behavioral Support Program	08/06/2013	05/15/2015	$0	No Funding Required	Jason Smith Administrative Team

Goal 5: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the number of principals certified for observations by 07/01/2015 as measured by the number of principals proficient in observations.

Strategy 1:

Teachscape - Provide training and proficiency certification on Danielson Framework for teacher observations.

Category:

Research Cited: Best Practices

Activity - Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development and testing for proficiency to perform observations for teacher effectiveness.	Career Preparation/Orientation	03/29/2013	07/01/2014	$1000	General Fund	Jason Smith Craig Wilburn Amanda Powell Teacher Leaders

Goal 6: At Greenup County High School, the number of Proficient students in Reading will increase by 50% by the end of the 2013/2014 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 50% increase of Ninth, Tenth and Eleventh grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Reading on the Spring 2013 MAP Assessment in Reading by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment.

Strategy 1:

Literacy Interventions - Failure Free Reading, Reading Plus, Read Right, Developmental Reading, College/Career Assessment Prep, Musketeer Block, ESS Interventions

Category:

Research Cited: Interventions are research-based strategies that are designed to meet the needs of individual students.

Activity - Monitoring of Student Growth by Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will continuously monitor student growth using multiple sources of data.	Academic Support Program	08/08/2013	05/14/2014	$250000	Title I SIG	Jason Smith, Principal Eric Keeton, Assistant Principal (RTI coordinator) Connie Miller, Read Right Sarah Johnson, Reading Plus Ashley Henry, Developmental Reading Nancy Hieneman & Sharon Miller, Sherry Hopper (College/Career Assessment Prep) Special Ed

Goal 7: At Greenup County High School, the number of Proficient students in Math will increase by 50% by the end of the 2013/2014 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 50% increase of Ninth, Tenth and Eleventh grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Math on the Spring 2013 MAP Assessment in Mathematics by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment..

Strategy 1:

Math Interventions - Students will be placed in math intervention classes based on MAP, PLAN, & ACT assessment data. Students will be exposed to ALECKS, TEN MARKS, manipulatives, small group instruction, one-on-one instruction. Progress will be monitored using the Winter 2013 & Spring 2014 MAP Assessment.

Category:

Research Cited: Dr. Robert Thomas (Dynamic Teaching Model)

Activity - ALECKS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer Based program that diagnostically measures strengths & weaknesses.	Academic Support Program	09/03/2013	05/02/2014	$60000	Title I SIG	Jason Smith, Principal Dr. Robert Thomas, EKU Darlene Gee, Math ERS

Goal 8: Greenup County will increase their graduation rate based on the state benchmarks.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase Greenup County's graduation rate by 2% according to the state benchmarks by 05/30/2014 as measured by attendance reports and nine weeks academic reports.

Strategy 1:

Student Recognition - To increase student awareness of the connection between attendance and achievement.

Category:

Research Cited: Best Practice

Activity - Attendance Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCHS WILL PARTICIPATE IN HIGH ATTENDANCE DAY 9/18/2013. THE 7TH PERIOD CLASSES WILL BE RECOGNIZED FOR THE HIGHEST ATTENDANCE AVERAGE FOR A THREE DAY PERIOD. THE FRESHMAN STUDENTS WILL BE REWARDED WITH A SPECIAL EVENT FOR OUTSTANDING ATTENDANCE, BEHAVIOR, AND GRADES.	Academic Support Program	08/08/2013	05/30/2014	$0	No Funding Required	Planning Committee

Activity - Attendance Competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WE WILL PARTICIPATE IN ATTENDANCE COMPETITION THROUGHOUT THE REST OF THE SCHOOL YEAR.	Academic Support Program	08/08/2013	05/30/2014	$0	No Funding Required	Attendance Committee

Goal 9: Students will increase KPrep scores at Greenup County High School.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 12% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in KPrep performance levels in Writing by 05/30/2014 as measured by K-PREP Scores.

(shared) Strategy 1:

Literacy Classes - Students that fell below benchmark according to the MAP assessment were placed in the literacy classes that utilized programs such as Read-Write,

Reading Pus, and Failure Free Reading.

Category:

Activity - Read Write	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified based on their reading level and are taught strategies for reading and comprehension to advance the program.	Academic Support Program	08/08/2013	05/30/2014	$120000	Title I SIG	Read Write Staff

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students participate with a computer based program, as well as, one on one instruction to increase their reading fluency and comprehension skills.	Academic Support Program	08/09/2013	05/30/2014	$20000	Grant Funds	Reading Plus Staff

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Language Arts profiency level in English Language Arts by 05/30/2014 as measured by KPREP profiency scores.

(shared) Strategy 1:

Literacy Classes - Students that fell below benchmark according to the MAP assessment were placed in the literacy classes that utilized programs such as Read-Write,

Reading Pus, and Failure Free Reading.

Category:

Activity - Read Write	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified based on their reading level and are taught strategies for reading and comprehension to advance the program.	Academic Support Program	08/08/2013	05/30/2014	$120000	Title I SIG	Read Write Staff

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students participate with a computer based program, as well as, one on one instruction to increase their reading fluency and comprehension skills.	Academic Support Program	08/09/2013	05/30/2014	$20000	Grant Funds	Reading Plus Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certification	Provide professional development and testing for proficiency to perform observations for teacher effectiveness.	Career Preparation/Orientation	03/29/2013	07/01/2014	$1000	Jason Smith Craig Wilburn Amanda Powell Teacher Leaders
ACT Prep Sessions	Students were given eight ACT prep sessions during Remediation Period & additional sessions after school.	Tutoring	01/29/2013	02/28/2013	$400	Amanda Powell, and faculty & staff.
				Total	$1400	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI-Reading	Students will be placed in Reading RTI based on assessment data. Student who are below a 230 RIT Band on the MAP Assessment will be placed in Read Right or will receive reading pull-out interventions.	Academic Support Program	01/23/2013	05/16/2014	$135000	Read Right Staff ERS Team Amanda Powell
ALECKS	Computer Based program that diagnostically measures strengths & weaknesses.	Academic Support Program	09/03/2013	05/02/2014	$60000	Jason Smith, Principal Dr. Robert Thomas, EKU Darlene Gee, Math ERS
Gap Coordinator	CCR- 120-2: THE GAP COORDINATOR/DATA ANALYSIS COORDINATOR WILL PROVIDE A DATA REPORT MONTHLY OF STUDENTS WHO ARE NOT COLLEGE AND CAREER READY TO BE PLACED IN APPROPRIATE INTERVENTIONS TO ADMINISTRATORS AND TEACHERS	Academic Support Program	12/19/2012	02/08/2013	$45000	Sherry Hopper
Questioning Strategies	Provide a work session for all faculty concerning appropriate questioning strategies that addresses high orderer thinking.	Academic Support Program	02/05/2013	05/15/2014	$500	Leadership Team

RTI-Math	Students will be placed in the appropriate math class based on assessment data. Students scoring below grade level will be placed in integrated math class with a RTI Lab. RTI Labs are differentiated for student based needs.	Academic Support Program	08/13/2013	01/16/2015	$210100	ERS Staff Dr. Thomas/EKU Math Initiative Leadership Team
Academic/Attendance/Athletic Recognition	A variety of activities, including but not limited to- Distinguished Dinner, Award Ceremonies, Good Faith Effort will be held during the school year. Parental involvement will be encouraged by communicating these events through different available media.	Behavioral Support Program	01/25/2013	05/17/2013	$750	Jason Smith Youth Service Center
Read Write	Students are identified based on their reading level and are taught strategies for reading and comprehension to advance the program.	Academic Support Program	08/08/2013	05/30/2014	$120000	Read Write Staff
Monitoring of Student Growth by Assessment Data	PLC's will continuously monitor student growth using multiple sources of data.	Academic Support Program	08/08/2013	05/14/2014	$250000	Jason Smith, Principal Eric Keeton, Assistant Principal (RTI coordinator) Connie Miller, Read Right Sarah Johnson, Reading Plus Ashley Henry, Developmental Reading Nancy Hieneman & Sharon Miller, Sherry Hopper (College/Career Assessment Prep) Special Ed
				Total	$821350	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Walk-Through Protocol	A Walk-Through protocol will be used to ensure systematic use of the data to truly impact student growth and achievement. (process might include teacher coaching and student-led learning)	Policy and Process	01/23/2013	01/23/2014	$5000	Jason Smith Amanda Powell Craig Wilburn

Parent/ Teacher Conference	Students who have failed two classes per grading term or at risk of failing English will meet with their teachers and parents to discuss strategies and solutions.	Parent Involvement	10/16/2013	05/15/2014	$150	Amanda Powell Tammy McCown Freshman Academy Staff
Collaboration with GCATC	Students will be schedule in the career pathway of their choice by the end of their sophomore year. They will be provided with opportunities to take the ASVAB, Work Keys, and Industry Certification test to obtain career readiness.	Career Preparation/Orientation	11/08/2013	11/07/2014	$300	Amanda Powell Sarah Johnson
				Total	$5450	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Plus	The students participate with a computer based program, as well as, one on one instruction to increase their reading fluency and comprehension skills.	Academic Support Program	08/09/2013	05/30/2014	$20000	Reading Plus Staff
				Total	$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wide Test Data Analysis	The ERS team will schedule a school-wide test data analysis session during PLC meetings and use Data Questions to help with the analysis.	Policy and Process	11/21/2012	05/15/2015	$0	ERS Staff
Instructional Technology	Administrative Team will implement instructional technology pieces in the walk-thru instrument to address deficiencies in the Leadership Assessment Report.	Technology	08/13/2013	05/15/2014	$0	Jason Smith
Needs Based Placement in Math and Reading	The Leadership Team will analyze data through a work session so all students will be appropriately scheduled.	Academic Support Program	03/25/2013	08/13/2013	$0	Leadership Team
Graduation Data	Administrative Team will model and share the PDSA process using graduation data and developing next steps.	Policy and Process	08/13/2013	10/14/2013	$0	ERS Team Leadership Team
Program Review System	A systematic process has been implemented to review work in order to share accountability with non-tested courses. Program Review committees have been established. The committee will trained to use charts and to documented appropriate evidences.	Policy and Process	01/23/2013	05/16/2014	$0	Jason Smith Bryan Mosier Amanda Hensley
College Fair	A college fair will be provided for seniors to attend with their parents to gain information on college expectations for entrance and scholarship opportunities.	Career Preparation/Orientation	10/23/2013	11/01/2013	$0	Barbie Lemaster

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Mission/Vision	Administrative team will re-visit the vision/mission survey for all stakeholders to gather data to refine vision/mission to focus the current work.	Community Engagement	02/04/2013	05/05/2014	$0	Leadership Team All Stakeholders
Quality Tools	The teachers and students will use data notebook to keep goals on the forefront and to share accountability rather than just as a reporting instrument.	Policy and Process	01/23/2013	05/16/2014	$0	Faculty Students Leadership Team
Compass Testing	CCR-120-1: SENIORS TWO POINTS BELOW BENCHMARK IN ENGLISH AND READING WILL BE TESTED USING COMPASS IN NOVEMBER AND RETESTED IN FEBRUARY AT ACTC TO INSURE SUCCESS. IF NECESSARY THEY WILL BE RETESTED AGAIN IN APRIL.	Academic Support Program	01/08/2013	02/08/2013	$0	AMANDA POWELL BARBIE LEMASTER NANCY HEINEMAN SHARON MILLER
Parent/Teacher Organization	An active PTO will be fostered in the school, affording an opportunity for all parents to participate in the school.	Parent Involvement	02/04/2013	05/16/2014	$0	Jason Smith Angie Eastham Scarlet Shoemaker
Attendance Competition	WE WILL PARTICIPATE IN ATTENDANCE COMPETITION THROUGHOUT THE REST OF THE SCHOOL YEAR.	Academic Support Program	08/08/2013	05/30/2014	$0	Attendance Committee
Targeted Interventions	Students will be placed in intervention groups based on their benchmark scores on ACT. After completing intervention program(s) students will take college placement assessments. (COMPASS, KOYTE, and ACT)	Academic Support Program	04/15/2013	05/15/2014	$0	Amanda Powell Barbie Lemaster Jeani Gollihue Sarah Johnson Sherry Hopper
CIITS Usage Reports	The administrative team will run CIITS reports for the PLC Meetings to determine next steps and schedule dates for coaching staff in deficient areas.	Policy and Process	02/26/2013	04/10/2014	$0	Andrea Daniels Jason Smith
Curriculum Map	Faculty will meet during the PLC meetings to align curriculum through their mapping tools.	Academic Support Program	08/07/2012	05/16/2014	$0	Jason Smith ERS Staff
Student Accountability	Administrative Team and Teachers will use Student Data Notebooks to reflect student accountability. Students will set goals and discuss their assessments with teachers and Assessment Teams.	Behavioral Support Program	08/06/2013	05/16/2014	$0	Jason Smith ERS Staff
Open House	At least two open houses will be scheduled, one in the fall and on in the spring, focused on opening the lines of communication between school and home.	Parent Involvement	01/23/2013	05/16/2014	$0	Jason Smith Leadership Team

Program Review Analysis	Program Reviews will be analyzed during PLC meetings for process to be implemented in instructional implications in all content areas.	Policy and Process	01/23/2013	05/16/2014	$0	Jason Smith Team Leaders ERS Staff
Data Analysis	The Math Department will analyze math data to determine individual student needs. Math Department will make recommendation to the Leadership Team for student placement in Math Courses.	Academic Support Program	08/08/2012	05/15/2015	$0	Math Department Faculty ERS Staff Dr. Thomas/ EKU Math Initiative
Mentoring	Students will participate in a weekly mentoring session with volunteer mentors. Students will discuss problems either at school or home. Mentors will come up with coping strategies for students to help manage their situations.	Behavioral Support Program	08/13/2013	06/03/2014	$0	Andrea Daniels Mentors Counselors
Attendance Event	GCHS WILL PARTICIPATE IN HIGH ATTENDANCE DAY 9/18/2013. THE 7TH PERIOD CLASSES WILL BE RECOGNIZED FOR THE HIGHEST ATTENDANCE AVERAGE FOR A THREE DAY PERIOD. THE FRESHMAN STUDENTS WILL BE REWARDED WITH A SPECIAL EVENT FOR OUTSTANDING ATTENDANCE, BEHAVIOR, AND GRADES.	Academic Support Program	08/08/2013	05/30/2014	$0	Planning Committee
Student Behaviors	Criteria for common areas will allow student-focused behaviors that prompt learning will be implemented during orientation, first days of schools, and after each break.	Behavioral Support Program	08/06/2013	05/15/2015	$0	Jason Smith Administrative Team
ILP	ILP information will be used by teachers for strategy planning (i.e. learning styles, multiple intelligences, etc.) and for goal-setting in data notebooks. This will be added to talking points for student data day work.	Career Preparation/Orientation	02/25/2013	05/16/2014	$0	Counselors Leadership Team ERS Staff
PDSA	The Administrative Team will continue to review a PDSA concerning attendance and tardies by revising and creating changes as needed. Process will include incentives, consequences and next steps.	Policy and Process	08/06/2012	05/16/2014	$0	Andrea Daniels Mike Raby Attendance Committee
Close the Deal	Lt. Governor intiative to collaborate with community stakeholders and post-secondary institutions to encourage the senior class to make plans for post-secondary opportunties.	Other	10/29/2013	10/29/2013	$0	Teachers, Community Stakeholders, and Administrators
After School Social Activities	Students will be afforded the opportunity to participate in after school social activities, designed to reinforce social expectations introduced during the school day. (Clubs, Spirit Night, dances, etc.)	Community Engagement	01/24/2013	05/23/2014	$0	Jason Smith Faculty
ILP	CCR-120-4: THE COUNSELORS WILL TRAIN THE FACULTY IN THE ACT PREP ILP PROGRAM.	Academic Support Program	01/29/2013	02/08/2013	$0	TAMMY MCCOWN BARBIE LEMASTER

9th Grade Transition Meeting	Administrative Team Members will plan 9th Grade Transition meetings to establish expectations and school goals.	Academic Support Program	04/15/2013	08/13/2013	$0	Tammy McCown Amanda Powell Freshman Academy Staff
High Order Thinking Instructional Strategies	The Administrative Team will provide work sessions for each department pertaining to High Order Thinking Strategies for improving student learning. (i.e. cooperative learning)	Professional Learning	08/06/2013	05/15/2015	$0	Diana Whitt Jason Smith
Technology Policy	Develop a student use of technology policy to include enhancement of learning outcomes and diversity.	Policy and Process	10/12/2012	05/16/2014	$0	Sandra Ferrer
Parent Involvement	School will provide opportunities for parents to become involved in their child's education such as: PTO, College Fair Night, FAFSA Workshop, Informational Meetings, ACT Blitz, etc.	Parent Involvement	10/17/2012	05/15/2015	$0	Leadership Team
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Blitz Night	Parents were given the opportunity to attend an informational meeting to be made aware of ACT benchmarks and ACT prep sessions at GCHS.	Parent Involvement	01/22/2013	02/28/2013	$700	Jason Smith, Amanda Powell, Craig Wilburn, Sara Sexton, Andrea Daniels, and Faculty & Staff
				Total	$700	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase average Freshman Graduation Rate by 1.2% from the previous cohort.		Current data indicates that the students are on track to meet this goal.	March 20, 2014	Jason Smith
Objective	collaborate to increase the graduation rate of GCHS from 87.2% to 88.4% by 06/09/2014 as measured by the Four-Year Adjusted Cohort Rate..	Met		March 20, 2014	Jason Smith
Strategy	Parent/Teacher Conferences		A Community for Musketeers (parent/community instructional walk-through event) has been established, as well as teacher and administrators regulary are in communication with our parents.	March 20, 2014	Jason Smith
Strategy	Mentoring		A mentoring program has been established.	March 20, 2014	Jason Smith
Strategy	Targeted Instructional Interventions		Programs and systems are in place to address the needs of all students.	March 20, 2014	Jason Smith
Strategy	Needs Based Placement in Math and Reading		The math and reading classes are already set up as needs based classes. The administrators and teachers are currently preparing for needs based placement for the upcoming school year.	March 20, 2014	Jason Smith
Activity	Parent/ Teacher Conference	In Progress		March 20, 2014	Jason Smith
Activity	Graduation Data	In Progress		March 20, 2014	Jason Smith
Activity	Parent Involvement	In Progress		March 20, 2014	Jason Smith
Activity	9th Grade Transition Meeting	In Progress	Plans are currently being developed to establish a summer transition plan for the incoming freshman cohort.	March 20, 2014	Jason Smith
Activity	Mentoring	Completed		March 20, 2014	Jason Smith
Activity	Needs Based Placement in Math and Reading	Completed	This is an on-going process.	March 20, 2014	Jason Smith
Goal	Increase the percentage of students who are college and career ready from 58.1% to 67% by 2015.		Greenup County High School is currently 11% points higher this year than we were at this point last year.	March 20, 2014	Jason Smith

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Objective	collaborate to increase the CCR percentage from 58.1% to 67.0% by 06/09/2014 as measured by Unbridled Learning Formula.	Not Met	GCHS admininstration has collaborated with the guidance department and GCACT to ensure career pathways are met by all students.	March 20, 2014	Jason Smith
Strategy	Career Advising		The guidance counselors and homeroom teachers are collaborating to ensure that we are meeting individual student's interest.	March 20, 2014	Jason Smith
Strategy	Targeted Interventions		GCHS provides students with varies opportunities to ensure that they are college and career ready. (ACT Prep, CCR classes, RTI classes, and Needs Based Placement)	March 20, 2014	Jason Smith
Strategy	120 Day CCR Plan		A 30-60-90-120-150-180 Plan has been established in the area of CCR. This is monitored on a monthly basis to ensure implementation.	March 20, 2014	Jason Smith
Strategy	Collaboration with GCATC		The GCHS administration and GCATC administration have collaborated to develop and monitor academic and career pathways	March 20, 2014	Jason Smith
Strategy	Academic and Career Advising		Currently this is being completed through ILPs in collaboration with the guidance department.	March 20, 2014	Jason Smith
Strategy	ACT Blitz		GCHS has implemented an ACT Blitz in their English and Social Studies classes to support academic success on the ACT.	March 20, 2014	Jason Smith
Activity	Targeted Interventions	Completed		March 20, 2014	Jason Smith
Activity	Collaboration with GCATC	Completed		March 20, 2014	Jason Smith
Activity	ILP	In Progress	Guidance counselors and homeroom teachers are working collaboration to complete the ILPs.	March 20, 2014	Jason Smith
Activity	Gap Coordinator	Completed		March 20, 2014	Jason Smith
Activity	College Fair	Completed	The seniors participated in a Close the Deal event sponsored by the Lt. Governor and KDE.	March 20, 2014	Jason Smith
Activity	ACT Prep Sessions	Completed		March 20, 2014	Jason Smith
Activity	ILP	In Progress		March 20, 2014	Jason Smith
Activity	ACT Blitz Night	Not Completed	Due to weather related issues, this event did not take place.	March 20, 2014	Jason Smith
Activity	Close the Deal	Completed		March 20, 2014	Jason Smith
Activity	Compass Testing	In Progress	Compass dates have been set for April and May.	March 20, 2014	Jason Smith
Goal	Increase the combined average reading and math from 29.1.% to 51.0% by 2014.		GAP goals has been updated in September 2014 to address current data. GCHS continues to complete data analysis on MAP scores to revise RTI programs and provide professional development to teachers, create needs based placements, and address academic instructional strategies.	September 16, 2014	Jason Smith

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Goal	Increase the combined average reading and math from 29.1.% to 51.0% by 2014.		In progress.	March 20, 2014	Jason Smith
Objective	A 14% increase of Tenth grade students will collaborate to increase the overall reading EOC scores 38.3% to 43.3% in English Language Arts by 04/22/2013 as measured by End-of-Course Assessment.	Not Met	End of course data is not available at this time.	March 20, 2014	Jason Smith
Objective	A 14% increase of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the overall math EOC score from a 37.9% to 42.9% in Mathematics by 05/30/2013 as measured by End-of-Course Assessment Data.	Not Met	End of course data is not available at this time.	March 20, 2014	Jason Smith
Strategy	RTI-Math		GCHS has established needs based placement in their math classes to ensure that we are addressing all three (3) tiers of RTI.	March 20, 2014	Jason Smith
Strategy	CIITS		CIITS is being used to drive student instruction through the development of lesson plans and assessments.	March 20, 2014	Jason Smith
Strategy	RTI		Systems and programs have been established to meet the instructional needs of all students. (Read-Write program, Reading Plus, Integrated Math classes, RTI math, CCR classes, Grade Recovery, Credit Recovery)	March 20, 2014	Jason Smith
Strategy	Curriculum Assessment/Alignment		GCHS has established PLC and professional development days to develop, monitor, revise, and plan for curriculum alignment and implementation.	March 20, 2014	Jason Smith
Strategy	Needs Based Placement		GCHS administration and teachers monitor data to determine student placement in their math classes. Technology is utilized to address strengths and weaknesses to meet the student's needs.	March 20, 2014	Jason Smith
Strategy	Academic Strategies		Programs and systems are in place to assist with increasing reading and math achievement.	March 20, 2014	Jason Smith
Strategy	Program Reviews		GCHS has plans in place for program reviews.	March 20, 2014	Jason Smith
Activity	Data Analysis	Completed		March 20, 2014	Jason Smith
Activity	CIITS Usage Reports	In Progress		March 20, 2014	Jason Smith
Activity	School Wide Test Data Analysis	Completed	All teachers are continuously involved in data analysis for various assessments throughout the year. (MAP, common assessments, Unbridled Learning data, EPAS)	March 20, 2014	Jason Smith

Activity	Walk-Through Protocol	Completed	Plus/Delta walkthrough instruments have been established to increase best practices.	March 20, 2014	Jason Smith
Activity	Instructional Technology	Completed	GCHS has implemented five new computer labs and smart boards in every classrooms, as well as clickers, airliners, etc. How teachers have received training on how to utilize these tools effectively.	March 20, 2014	Jason Smith
Activity	Questioning Strategies	Completed	Training and information packets have been given to the teachers to improve questioning techniques. This is being monitored through walkthroughs.	March 20, 2014	Jason Smith
Activity	Quality Tools	Completed	RTI progress is monitored regularly to ensure quality instructional practices and student success.	March 20, 2014	Jason Smith
Activity	RTI-Reading	Completed		March 20, 2014	Jason Smith
Activity	High Order Thinking Instructional Strategies	Completed	Training and materials have been distributed to teachers to improve best practices to assist with student achievement.	March 20, 2014	Jason Smith
Activity	Curriculum Map	Completed		March 20, 2014	Jason Smith
Activity	Mission/Vision	Completed		March 20, 2014	Jason Smith
Activity	Program Review Analysis	In Progress		March 20, 2014	Jason Smith
Activity	Program Review System	In Progress		March 20, 2014	Jason Smith
Activity	RTI-Math	Completed		March 20, 2014	Jason Smith
Goal	All students will have the opportunity to participate in activities and receive services designed to improve and promote school culture.		GCHS administration has developed a 30-60-90 day plan to promote school culture.	March 20, 2014	Jason Smith
Objective	collaborate to improve the culture of our school through meeting the non-academic needs of all students as measured by using a variety of sources by 05/16/2014 as measured by Surveys, quarterly report, 30/60/90, etc..	Met		March 20, 2014	Jason Smith
Strategy	School Climate		The GCHS administration and teachers administered a student survey and analyzed the results to help drive our 30-60-90 day plan.	March 20, 2014	Jason Smith
Strategy	Technology Policy		The school and district has collaborated to develop a technology policy to promote student achievement.	March 20, 2014	Jason Smith
Strategy	Learning Environment		GCHS administration and teachers has established various routines and procedures as well as policies to ensure a positive learning environment.	March 20, 2014	Jason Smith

Activity	Student Accountability	Completed	Student data notebooks.	March 20, 2014	Jason Smith
Activity	Open House	Completed		March 20, 2014	Jason Smith
Activity	PDSA	Completed	GCHS administration and staff have developed attendance plans, staff and student recognition plans, communication plan to increase a positive school environment.	March 20, 2014	Jason Smith
Activity	Student Behaviors	Completed	GCHS has established various program to assist with decreasing student discipline issues. (PASS program, ALC, and mentoring program)	March 20, 2014	Jason Smith
Activity	Parent/Teacher Organization	Completed		March 20, 2014	Jason Smith
Activity	Technology Policy	Completed		March 20, 2014	Jason Smith
Activity	After School Social Activities	Completed		March 20, 2014	Jason Smith
Activity	Academic/Attendance/Athletic Recognition	Completed		March 20, 2014	Jason Smith
Goal	At Greenup County High School, the number of Proficient students in Reading will increase by 50% by the end of the 2013/2014 school year.		EPAS data and state assessment data is not available at this time.	March 20, 2014	Jason Smith
Objective	A 50% increase of Ninth, Tenth and Eleventh grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Reading on the Spring 2013 MAP Assessment in Reading by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment.	Not Met	GCHS has not administered their spring MAP assessment at this time.	March 20, 2014	Jason Smith
Strategy	Literacy Interventions		The administration and teachers have received training in literacy strategies, applying the Read-Write program, Reading Plus, Failure Free Reading.	March 20, 2014	Jason Smith
Activity	Monitoring of Student Growth by Assessment Data	Completed		March 20, 2014	Jason Smith
Goal	At Greenup County High School, the number of Proficient students in Math will increase by 50% by the end of the 2013/2014 school year.		EPAS data and state data is not available at this time.	March 20, 2014	Jason Smith

Objective	A 50% increase of Ninth, Tenth and Eleventh grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Math on the Spring 2013 MAP Assessment in Mathematics by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment..	Not Met	EPAS data and state data is not available at this time.	March 20, 2014	Jason Smith
Strategy	Math Interventions		GCHS is currently using needs based classes, RTI classes, and technology based programs.	March 20, 2014	Jason Smith
Activity	ALECKS	Completed		March 20, 2014	Jason Smith
Goal	Greenup County will increase their graduation rate based on the state benchmarks.		GCHS administration and guidance counselors are constantly monitoring student progress toward graduation.	March 20, 2014	Jason Smith
Objective	collaborate to increase Greenup County's graduation rate by 2% according to the state benchmarks by 05/30/2014 as measured by attendance reports and nine weeks academic reports.	Met		March 20, 2014	Jason Smith
Strategy	Student Recognition		The GCHS committee led by teachers developed a student recognition plan.	March 20, 2014	Jason Smith
Activity	Attendance Event	Completed		March 20, 2014	Jason Smith
Activity	Attendance Competition	Completed		March 20, 2014	Jason Smith
Goal	Students will increase KPrep scores at Greenup County High School.		EPAS data and state assessment data is unavailable at this time.	March 20, 2014	Jason Smith
Objective	A 12% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in KPrep performance levels in Writing by 05/30/2014 as measured by K-PREP Scores.	Not Met	EPAS data and state assessment data is unavailable at this time.	March 20, 2014	Jason Smith

Objective	A 12% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in KPrep performance levels in Writing by 05/30/2014 as measured by K-PREP Scores.	Not Met	Total number of students at apprentice level multiplied by 46% and projected the number of students that could be moved to profiency. Then we divided the projected number by all the students.	November 20, 2013	Jason Smith

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

1.What question(s) are you trying to answer with the data and information provided to you?

Our school administrative team examined the assessment data made available by the Kentucky Department of Education and through our quarterly report to determine what specific areas of weakness and strengths were present in our school. Specifically, we sought to determine what content areas and grade levels showed the greatest need for improvement, and the areas which merited celebration.

In addition, by examining the assessment data, we sought to ascertain which programs were most effectively supporting student achievement, and which programs may need to be eliminated. Specifically, in reading and math, there appears to be a strong need to reevaluate what we are teaching and how we are teaching it.

Not only were programs examined, but individuals as well. Through a thorough examination of assessment data, we sought to determine which school leadership and specific teachers need additional support. To provide further insight into this issue, the administrative team analyzed the Leadership Audit data to examine what type of support teachers and administrators reported needing.

Through examining the Leadership Audit data, it was apparent that there are some major issues regarding school academic and culture that needs to be addressed. For example, there were six deficiencies found for GCHS: The principal does not: 1. hold all staff acountable for the success or failure of all students. 2. Ensure interactive communication regarding student absenteeism between district and school staff. 3. Provided the direction and support necessary for student performance to meet local, state and federal expectations. 4. Lead school staff in using student performance data as a basis for sound decision making. 5. Reach beyond the school walls for support in improving academic success. 6. Implement the certified evaluation process according to state and district guidelines.

2. What does the data/information tell you?

Assessment data indicaties that there is a major need for imporvement in math and reading instructions. On the ACT assessment 35.8% of students met benchmark in reading. We are not satisfied with this percentage being 8.4% below the state average. We have implemented programs to help increase student performance in the areas of reading, math, science, and english.

There is still substantial room for improvement. For example, we still lag behind state averages in the percentages of students meeting benchmarks on the ACT assessment in reading, math and English.

The Leadership Assessment audit points to some areas where improvement is needed. For example, GCHS has addressed the deficiencies through instructional non-negotiables, professional development training in areas of weakness, district alignment on absenteeism, creating a communication plan, using data to drive instruction, and yearly evaluations of all faculty.

3. What does the data/information not tell you?

While the assessment data indicates that there are serious issues with reading and math achievement, the data is not sufficient to deteremine where the specific problems exsist. For example, in math, we are currently unable to determine if our areas of weakness are in basic computation, math reasoning, or algebraic/geometric concepts. The same issues are present in reading. Essentially, we know that there are problems, but using the assessment data furnished by Kentucky Department of Education, we are unable to ascertain exactly

where the problems lie.

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?

1. What were the strengths you noted?

While there are several areas of concern, there is also some encouraging data that validates that some initiatives are working. For example, Plan data indicates that the interventions offered to students at GCHS in reading and English are working. According to the Plan data, the students have making significant gains toward benchmark. GCHS students that met benchmark in reading were 38.6%, which is slightly below the state average of 43.2%. GCHS students that met benchmark in English were 64.3%, which is slightly below the state average of 67.8%. GCHS' percentages are below benchmark, but the gap has decreased.

2. What actions are you implementing to sustain the areas of strength?

The school also implemented Read-Right Program along with ACT PREP for students who are not meeting benchmarks. The Read-Right program allows students to increase their reading comprehension and understanding of strategies that will enable them to become successful readers through graduation of the program. The ACT-Prep classes target students who are slightly below benchmark to help them succeed on the ACT or Compass test. The literacy classes are currently using the Reading Plus program to assist with the improvement of fluency and comprehension skills.

3. What are the causes to celebrate?

In the Fall of 2010, we were identified as "Persistently Low-Achieving" by the Kentucky Department of Education. This meant that we scored in the bottom 5-10% of all high schools state-wide. Just two years later, we scored in the 42nd percentile. While we are not satisfied with the results, it represents a significant improvement over prior years and validates the hard work and dedication of those who work at GCHS. While we are still considered a priority school, improvements have clearly been made. For example, the school was identified as a "Proficient" high school with a 58.3 accountability index score under the "Unbridled Learning" system.

The Quarterly report of student data gives us reason to celebrate: attendance for both students and faculty have improved, the language of college/career readiness is evident in most interactions between teachers and students, MAP scores have improved for math, implementation of new behavioral guidelines has decreased discipline referrals and decrease in retention rates.

Opportunities for Improvement

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

1. What are the areas of improvement?

The assessment data indicates there is a critical need for improvements in reading and math at all levels. We need to assess more students at each grade level for RTI in the areas of both Math and Reading. We need to ensure all GCHS personnel are trained to implement the GCHS Discipline Procedures effectively. As well as continue collaboration with all stake holders to improve both student and faculty attendance. The administrative team will train the teachers to the Professional Growth and Effectiveness System (PGES) for the new evaluation system. Students will use data notebooks to set academic goals to help them obtain benchmarks. Teachers will continue implementing CIITS programs to enhance academic achievement.

2. What plans are you making to improve the areas of need?

Extending the school day if needed.

Extending the use of Read Right & Reading Plus

Implementing Automaticity with fidelity and monitoring results

Using student data to drive the work of our school 30-60-90 day planning

Stake holders will be involved in an academic goal for College and Career Readiness.

Spend time in PLC with accountability assessment items to analyze deficiencies for each tested subject area

Develop lesson plans that reteach items that were missed by more than 40% of students

Provide after school remediation for students earning failing grades core subjects

Conclusion

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

What are your next steps addressing areas of concern?

Non-Cognitive

 * Provide weekly attendance incentives for teachers and students

 * Add next steps from Quarterly to 30-60-90 day plan, monitor, and evaluate effectiveness

 * Communicate these steps to teachers, students, and other stakeholders

Behavior Interventions

 * Develop a spreadsheet to track grades and test scores (Explore, PLAN, ACT)

 * Develop a monitoring tool to monitor at-risk students as a preventative measure to keep them from having to be placed in the most restrictive behavioral intervention program

 * Mentoring program for at-risk students.

Academic Data

 * Math students will continue to use ALEKS in Algebra II

 * Continue with all content area teachers provided Quality Core bell work for all classes

 * Science teachers are using the "Dynamic Teaching" model.

College and Career Readiness

 * All teachers need to take students to lab and have students access ILP to use the online ACT Prep

  *Provide teachers with CCR Spreadsheet

  *Add all steps to 30-60-90 day plan.

  *Collaborating with the GCACTC administration

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 were selected based on approved parent volunteers and faculty representatives. They were each contacted personally via e-mail or a phone call and invited to participate. They were then informed of the role they would be expected to assume. Meetings were scheduled two weeks in advance to accommodate schedules of stakeholders. If stakeholders were unable to participate, minutes from meetings were emailed and posted online. Parents that attended our ACT Family Night and Parent Conference Night were invited to be a part of the school Leadership Assessment in conjunction with school improvement. Furthermore, these parents were also invited to be a part of the school's Parent Teacher Student Association (PTSA). The committees working on the Leadership Assessment met weekly after school so that parents who work could attend meetings. Furthermore, PTSA meetings were scheduled based on group preference. Parents were also actively involved in our Close the Deal program that was sponsored by the Lt. Govenor Abrams.

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

Stakeholders included faculty members and parents who provided an accurate representation of our student population and demographics. They were asked to assume roles such as evaluating the Leadership Audit from 2011 and providing feedback on the progress the school has made. Furthermore, stakeholder groups worked on the Leadership Assessment and developed a Parent Teacher Student Association (PTSA). One of the biggest involvements for the parents as stakeholders was their work on the Leadership Assessment. These parents worked with teachers, administrators, and district office staff to develop improvement plans for the 5 standards. The responsibility of the parents in this instance was to provide the group with feedback and insight from their point of view. Faculty members also participated in the Leadership Assessment by each serving on a committee based on the standards for improvement.
Stakeholders were also brought in to participate in student -centered activities such as Operation Preparation and Close the Deal where they advised students on college and career readiness. Operation Preparation is a program designed to counsel students and inform them of their standardized test scores and how to improve. The stakeholders also advised students in terms of what to do to prepare for standardized assessments and helped them begin thinking about college and career choices. Stakeholders were instrumental in developing the Mission and Belief statements for our school. This process was attained during the summer with parents and school leadership working together to create our Mission and Belief Statements.

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 was shared with all faculty members in a staff meeting as well as through monthly reviews of progress in PLC meetings. Furthermore, staff members were updated on the improvement plan during committee meetings for the Leadership Assessment. Parents who are involved in this process have been informed through our ACT Family Night and Open House about the progress being made on the improvement plan. Also, parents involved in the PTSA have been informed of progress during their meetings. The final

improvement plan will be shared with parents involved in the PTSA through their meeting. To inform parents that are not involved in the PTSA, a school cast message will be sent to all parents encouraging them to access the CSIP on the web page. This will allow the school to inform the parents that our improvement plan is available on the school website and is accessible to all. The SBDMC (advisory council) and leadership team will review the CSIP quarterly to ensure that the plan is being implemented with fidelity.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Opportunities have been given through multiple events throughout the school year to afford all parents and community members to participate in the continous improvement process at Greenup County High School.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
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 results.	Proficient

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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
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

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

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

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
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
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
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
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

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

We will back

Report Summary

Scores By Section

Section Score

Relationship Building — 2.29

Communications — 2.71

Decision Making — 2.29

Advocacy — 2.17

Learning Opportunities — 2.33

Community Partnerships — 2.33

Sections
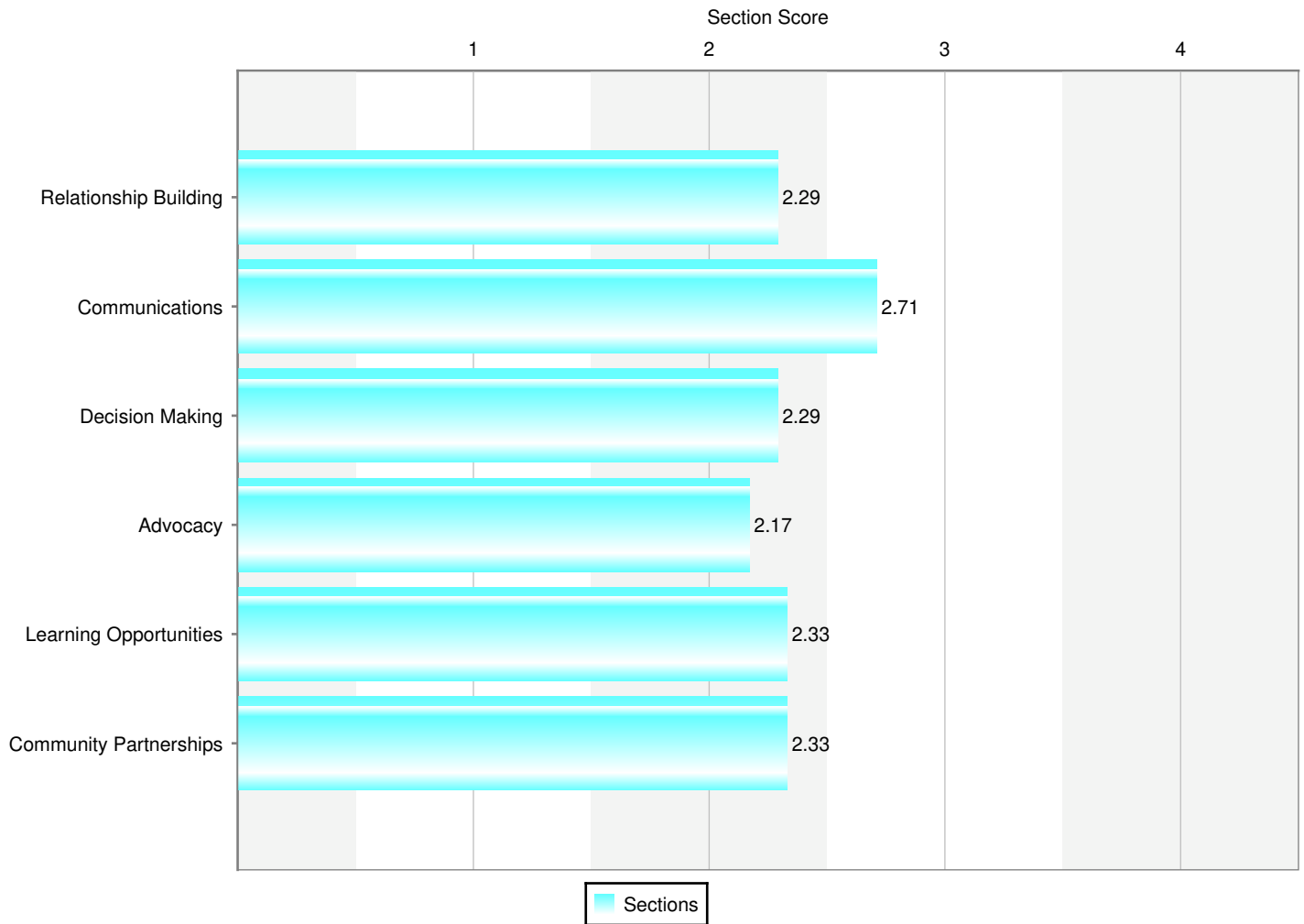
Compliance and Accountability - High Schools

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 TELL KY Survey results.

Goal 1:

Increase the percentage of students who are college and career ready from 58.1% to 67% by 2015.

Measurable Objective 1:

collaborate to increase the CCR percentage from 58.1% to 67.0% by 06/09/2014 as measured by Unbridled Learning Formula.

Strategy1:

Career Advising - Senior Counselor will provide a college fair for all Seniors to attend where students may meet one-on-one with

representatives from colleges to gain information of school's expectations.

Category:

Research Cited: Best Practice

Activity - College Fair	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A college fair will be provided for seniors to attend with their parents to gain information on college expectations for entrance and scholarship opportunities.	Career Preparation/ Orientation			10/23/2013	11/01/2013	$0 - No Funding Required	Barbie Lemaster

Activity - Close the Deal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lt. Governor intiative to collaborate with community stakeholders and post-secondary institutions to encourage the senior class to make plans for post-secondary opportunties.	Other			10/29/2013	10/29/2013	$0 - No Funding Required	Teachers, Community Stakeholders, and Administrators

Strategy2:

ACT Blitz - All students were provided the opportunity to attend eight sessions of ACT prep.

Parents were provided an opportunity to attend an informative meeting that addressed ACT readiness and the importance of meeting

benchmarks.

Category:

Research Cited: Best Practices

Activity - ACT Blitz Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents were given the opportunity to attend an informational meeting to be made aware of ACT benchmarks and ACT prep sessions at GCHS.	Parent Involvement			01/22/2013	02/28/2013	$700 - Title I Part A	Jason Smith, Amanda Powell, Craig Wilburn, Sara Sexton, Andrea Daniels, and Faculty & Staff

Activity - ACT Prep Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were given eight ACT prep sessions during Remediation Period & additional sessions after school.	Tutoring			01/29/2013	02/28/2013	$400 - General Fund	Amanda Powell, and faculty & staff.

Goal 2:

All students will have the opportunity to participate in activities and receive services designed to improve and promote school culture.

Measurable Objective 1:

collaborate to improve the culture of our school through meeting the non-academic needs of all students as measured by using a variety of sources by 05/16/2014 as measured by Surveys, quarterly report, 30/60/90, etc..

Strategy1:

Learning Environment - Improve the processes and monitoring for school culture

Category:

Research Cited: Best Practices

Activity - Student Behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Criteria for common areas will allow student-focused behaviors that prompt learning will be implemented during orientation, first days of schools, and after each break.	Behavioral Support Program			08/06/2013	05/15/2015	$0 - No Funding Required	Jason Smith Administrative Team

Strategy2:

School Climate - Students and their guardians will be provided multiple opportunities to engage the school community through a variety of activities encompassing the full spectrum of academic and social opportunities.

Category:

Research Cited: Best Practices

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least two open houses will be scheduled, one in the fall and on in the spring, focused on opening the lines of communication between school and home.	Parent Involvement			01/23/2013	05/16/2014	$0 - No Funding Required	Jason Smith Leadership Team

Activity - Parent/Teacher Organization	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An active PTO will be fostered in the school, affording an opportunity for all parents to participate in the school.	Parent Involvement			02/04/2013	05/16/2014	$0 - No Funding Required	Jason Smith Angie Eastham Scarlet Shoemaker

Activity - After School Social Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be afforded the opportunity to participate in after school social activities, designed to reinforce social expectations introduced during the school day. (Clubs, Spirit Night, dances, etc.)	Community Engagement			01/24/2013	05/23/2014	$0 - No Funding Required	Jason Smith Faculty

Activity - Academic/Attendance/Athletic Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities, including but not limited to- Distinguished Dinner, Award Ceremonies, Good Faith Effort will be held during the school year. Parental involvement will be encouraged by communicating these events through different available media.	Behavioral Support Program			01/25/2013	05/17/2013	$750 - Title I SIG	Jason Smith Youth Service Center

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

At Greenup County High School, the number of Proficient students in Reading will increase by 50% by the end of the 2013/2014 school year.

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in Reading on the Spring 2013 MAP Assessment in Reading by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment.

Strategy1:

Literacy Interventions - Failure Free Reading, Reading Plus, Read Right, Developmental Reading, College/Career Assessment Prep, Musketeer Block, ESS Interventions

Category:

Research Cited: Interventions are research-based strategies that are designed to meet the needs of individual students.

Activity - Monitoring of Student Growth by Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will continuously monitor student growth using multiple sources of data.	Academic Support Program			08/08/2013	05/14/2014	$250000 - Title I SIG	Jason Smith, Principal Eric Keeton, Assistant Principal (RTI coordinator) Connie Miller, Read Right Sarah Johnson, Reading Plus Ashley Henry, Developmental Reading Nancy Hieneman & Sharon Miller, Sherry Hopper (College/Career Assessment Prep) Special Ed

Goal 2:

At Greenup County High School, the number of Proficient students in Math will increase by 50% by the end of the 2013/2014 school year.

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in Math on the Spring 2013 MAP Assessment in Mathematics by 05/02/2014 as measured by Spring 2013 to Spring 2014 MAP Assessment..

Strategy1:

Math Interventions - Students will be placed in math intervention classes based on MAP, PLAN, & ACT assessment data. Students will be exposed to ALECKS, TEN MARKS, manipulatives, small group instruction, one-on-one instruction. Progress will be monitored using the Winter 2013 & Spring 2014 MAP Assessment.

Category:

Research Cited: Dr. Robert Thomas (Dynamic Teaching Model)

Activity - ALECKS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Based program that diagnostically measures strengths & weaknesses.	Academic Support Program			09/03/2013	05/02/2014	$60000 - Title I SIG	Jason Smith, Principal Dr. Robert Thomas, EKU Darlene Gee, Math ERS

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

Goal 1:

Increase average Freshman Graduation Rate by 1.2% from the previous cohort.

Measurable Objective 1:

collaborate to increase the graduation rate of GCHS from 87.2% to 88.4% by 06/09/2014 as measured by the Four-Year Adjusted Cohort Rate..

Strategy1:

Mentoring - Students who have been identified as 'at risk' emotionally or academically will be encourage to join the school's mentoring program.

Category:

Research Cited: Best Practices

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a weekly mentoring session with volunteer mentors. Students will discuss problems either at school or home. Mentors will come up with coping strategies for students to help manage their situations.	Behavioral Support Program			08/13/2013	06/03/2014	$0 - No Funding Required	Andrea Daniels Mentors Counselors

Strategy2:

Targeted Instructional Interventions - Administrative Team Members will plan 9th Grade Transition Activities to establish expectations and school goals.

Category:

Research Cited: Best Practices

Activity - 9th Grade Transition Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative Team Members will plan 9th Grade Transition meetings to establish expectations and school goals.	Academic Support Program			04/15/2013	08/13/2013	$0 - No Funding Required	Tammy McCown Amanda Powell Freshman Academy Staff

Activity - Graduation Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative Team will model and share the PDSA process using graduation data and developing next steps.	Policy and Process			08/13/2013	10/14/2013	$0 - No Funding Required	ERS Team Leadership Team

Strategy3:

Needs Based Placement in Math and Reading - Assessment data will be analyzed and used for scheduling purposes to insure all students

are in the appropriate level math class and to determine if reading or math RTI placement is needed.

Category:

Research Cited: Best Practices

Activity - Needs Based Placement in Math and Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will analyze data through a work session so all students will be appropriately scheduled.	Academic Support Program			03/25/2013	08/13/2013	$0 - No Funding Required	Leadership Team

Strategy4:

Parent/Teacher Conferences - Freshman Academy Team will conduct Parent/Teacher conferences for students who have been identified as

'at risk' for retention each grading term.

Category:

Research Cited: Best Practices

Activity - Parent/ Teacher Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have failed two classes per grading term or at risk of failing English will meet with their teachers and parents to discuss strategies and solutions.	Parent Involvement			10/16/2013	05/15/2014	$150 - District Funding	Amanda Powell Tammy McCown Freshman Academy Staff

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide opportunities for parents to become involved in their child's education such as: PTO, College Fair Night, FAFSA Workshop, Informational Meetings, ACT Blitz, etc.	Parent Involvement			10/17/2012	05/15/2015	$0 - No Funding Required	Leadership Team

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

Goal 1:

The SBDM will develop an Arts and Humanities curriculum policy.

Measurable Objective 1:

collaborate to establish curriculum guidelines in all arts and humanities courses by 12/31/2013 as measured by the creation of a SBDM Arts and Humanities curriculum policy.

Strategy1:

Curriculum Alignment - Techers will meet through PLC's to revise and/or develop curriculum documents that are aligned with state, local and national standards. Focus will be on ensuring that students are engaged in creating, performing and responding in all four of the art disciplines (Music, Theatre, Dance and Visual Art).

Category:

Research Cited: null

Activity - Curriculum Map Revision	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise curriculum maps to reflect common core standards. Activities will be aligned in such a way to provide for creating, responding and performing aspects of the artistic experience.	Other			08/20/2012	12/31/2013	$1500 - General Fund	Art teacher, Choral / Band teacher, AVPA teacher, Administration

Measurable Objective 2:

collaborate to establish A&H graduation requirements by 05/31/2013 as measured by the creation of a SBDM Arts and Humanities curriculum policy.

Strategy1:

A&H Courses for Graduation Requirement - As part of a SBDM Arts and Humanities curriculum policy, the SBDM will establish a set of acceptable courses that satisfy the state mandated Arts and Humanities graduation requirement.

Category:

Research Cited: null

Activity - A&H Courses for Graduation Requirement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through professional learning communities, school arts and humanities faculty and school administration will establish which courses in their repsective A&H disciplines will be allowed to be used to meet the state mandated graduation requirement.	Policy and Process			08/09/2012	05/31/2013	$0 - No Funding Required	Visual arts teacher, AVPA teacher, Choral music / band teacher, Drama teacher, Principal or designee, SBDM members.

Goal 2:

Increase the combined average reading and math from 29.1.% to 51.0% by 2014.

Measurable Objective 1:

A 14% increase of All Students will collaborate to increase the overall reading EOC scores 38.3% to 43.3% in English Language Arts by 04/22/2013 as measured by End-of-Course Assessment.

Strategy1:

Program Reviews - Program Review Data will be used to implement processes

Category:

Research Cited: Best Practices

Activity - Program Review System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systematic process has been implemented to review work in order to share accountability with non-tested courses. Program Review committees have been established. The committee will trained to use charts and to documented appropriate evidences.	Policy and Process			01/23/2013	05/16/2014	$0 - No Funding Required	Jason Smith Bryan Mosier Amanda Hensley

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Reviews will be analyzed during PLC meetings for process to be implemented in instructional implications in all content areas.	Policy and Process			01/23/2013	05/16/2014	$0 - No Funding Required	Jason Smith Team Leaders ERS Staff

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 58.1% to 67% by 2015.

Measurable Objective 1:

collaborate to increase the CCR percentage from 58.1% to 67.0% by 06/09/2014 as measured by Unbridled Learning Formula.

Strategy1:

Targeted Interventions - Students who are below benchmark in one or more areas will receive interventions in that subject with the ability to take the COMPASS and KOYTE after completing the intervention programs. (transition math class, reading interventions, ACT Prep Pull out)

Category:

Research Cited: Best Practice

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention groups based on their benchmark scores on ACT. After completing intervention program(s) students will take college placement assessments. (COMPASS, KOYTE, and ACT)	Academic Support Program			04/15/2013	05/15/2014	$0 - No Funding Required	Amanda Powell Barbie Lemaster Jeani Gollihue Sarah Johnson Sherry Hopper

Strategy2:

ACT Blitz - All students were provided the opportunity to attend eight sessions of ACT prep.

Parents were provided an opportunity to attend an informative meeting that addressed ACT readiness and the importance of meeting benchmarks.

Category:

Research Cited: Best Practices

Activity - ACT Prep Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were given eight ACT prep sessions during Remediation Period & additional sessions after school.	Tutoring			01/29/2013	02/28/2013	$400 - General Fund	Amanda Powell, and faculty & staff.

Activity - ACT Blitz Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents were given the opportunity to attend an informational meeting to be made aware of ACT benchmarks and ACT prep sessions at GCHS.	Parent Involvement			01/22/2013	02/28/2013	$700 - Title I Part A	Jason Smith, Amanda Powell, Craig Wilburn, Sara Sexton, Andrea Daniels, and Faculty & Staff

Strategy3:

120 Day CCR Plan - Monthly activities to help students reach College & Career Readiness.

Category:

Research Cited: Best Practices

Activity - Gap Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR- 120-2: THE GAP COORDINATOR/DATA ANALYSIS COORDINATOR WILL PROVIDE A DATA REPORT MONTHLY OF STUDENTS WHO ARE NOT COLLEGE AND CAREER READY TO BE PLACED IN APPROPRIATE INTERVENTIONS TO ADMINISTRATORS AND TEACHERS	Academic Support Program			12/19/2012	02/08/2013	$45000 - Title I SIG	Sherry Hopper

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR-120-4: THE COUNSELORS WILL TRAIN THE FACULTY IN THE ACT PREP ILP PROGRAM.	Academic Support Program			01/29/2013	02/08/2013	$0 - No Funding Required	TAMMY MCCOWN BARBIE LEMASTER

Activity - Compass Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR-120-1: SENIORS TWO POINTS BELOW BENCHMARK IN ENGLISH AND READING WILL BE TESTED USING COMPASS IN NOVEMBER AND RETESTED IN FEBRUARY AT ACTC TO INSURE SUCCESS. IF NECESSARY THEY WILL BE RETESTED AGAIN IN APRIL.	Academic Support Program			01/08/2013	02/08/2013	$0 - No Funding Required	AMANDA POWELL BARBIE LEMASTER NANCY HEINEMAN SHARON MILLER

Strategy4:

Academic and Career Advising - Personal Attention to individual students

Category:

Research Cited: Best Practice

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILP information will be used by teachers for strategy planning (i.e. learning styles, multiple intelligences, etc.) and for goal-setting in data notebooks. This will be added to talking points for student data day work.	Career Preparation/ Orientation			02/25/2013	05/16/2014	$0 - No Funding Required	Counselors Leadership Team ERS Staff

Strategy5:

Career Advising - Senior Counselor will provide a college fair for all Seniors to attend where students may meet one-on-one with

representatives from colleges to gain information of school's expectations.

Category:

Research Cited: Best Practice

Activity - College Fair	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A college fair will be provided for seniors to attend with their parents to gain information on college expectations for entrance and scholarship opportunities.	Career Preparation/ Orientation			10/23/2013	11/01/2013	$0 - No Funding Required	Barbie Lemaster

Activity - Close the Deal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lt. Governor intiative to collaborate with community stakeholders and post-secondary institutions to encourage the senior class to make plans for post-secondary opportunties.	Other			10/29/2013	10/29/2013	$0 - No Funding Required	Teachers, Community Stakeholders, and Administrators

Strategy6:

Collaboration with GCATC - GCHS will collaborate with GCATC to increase our career readiness by scheduling students in a career pathway during their freshman and sophomore year. Also by working together to prepare for assessment such as ACT, Work Keys, and ASVAB.

Category:

Research Cited: Best Practice

Activity - Collaboration with GCATC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be schedule in the career pathway of their choice by the end of their sophomore year. They will be provided with opportunities to take the ASVAB, Work Keys, and Industry Certification test to obtain career readiness.	Career Preparation/ Orientation			11/08/2013	11/07/2014	$300 - District Funding	Amanda Powell Sarah Johnson

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not Applicable	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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

Comprehensive School Improvement Plan - Priority

Greenup County High School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

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

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

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

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

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 and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	Not Applicable	

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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not Applicable	

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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Title II funds are allocated to implement district wide initiatives.	