



KDE Comprehensive School Improvement Plan

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 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.

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?

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.

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 830 students, 42 certified staff members, and 4 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 of 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 embark GCHS on its journey of transformation. 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 EPAS and below grade level on Accucess assessments.

success. Strategies introduced and implemented are: a School Food Pantry; motivational and instructional assemblies; Staff and Student Recognition and monitoring Grade/Credit Recovery. The Administration, GCHS Attendance Clerk, FRYSC Director, & DPP have worked very closely in implementing an elaborate Attendance PDSA plan that a committee of stakeholders concluded best met the needs of GCHS students. We have seen a dramatic increase in student attendance over the last four years which we are confident has had a direct impact on student achievement.

Also as part of the Ninth grade transition, GCHS implemented an "Open the Deal" event held in the spring of the eight grade year. Activities included a guest speaker that discussed the importance of education and the opportunities the GCHS had afforded her. "Table Talks" were held that allowed administrators, guidance counselors, teachers, club sponsors, and other support staff to introduce our school, its expectations, programs, and academic opportunities. That very evening, the same event was "mirrored" for the parents of those transitioning eight graders.

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. The PASS is a Tier II Behavior RTI intervention program that has allowed GCHS to improve classroom management, which in turn has afforded our Instructional staff the opportunity to focus their efforts on the academic needs of our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement:

We, the teachers, staff, community and students of Greenup County High School resolve that we will empower all students through rigorous instruction to reach the standards of college and career readiness by providing diverse pathways to meet the needs of every student.

Vision Statement:

"College & Career Readiness for All"

Belief Statements:

1. We at GCHS believe that all students can learn at high levels.
2. We believe that the most critical factor in student learning is the teacher in the classroom.
3. We believe that a student's intent to learn can be motivated through the persistence and kindness of school professionals.
4. We believe our work helps to create productive citizens for the Commonwealth of Kentucky and the United States of America.

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 Accuaccess scores. RTI is provided in areas that where students are shown to be deficient. The ongoing work 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. Most PLC's meet twice per week, and often times more often, when needed. Administrative staff facilitates and supports these learning opportunities. Over the last five years our teacher-leaders have taken true ownership of these learning opportunities. Teacher-Leaders set the agendas in collaboration with the principal, lead and facilitate the meetings, and drive the direction of the needs of both teachers and students to improve our school. PLC meetings at GCHS have truly become academically focused. The meetings are a wise use of professional time. This time is also utilized 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.

Since Greenup County High School has begun this journey of improvement we have seen tremendous growth and academic achievement. We began in 2010 ranked in 5th percentile in the State of Kentucky, identifying us as a Priority School (Persistently Low Achieving). With the release of the 2014-2015 School Report Card GCHS is very proud to have reached a Proficiency rating for the third year in a row. GCHS has shed the "persistently low achieving school" status as defined by Senate Bill 1. The overall success of our school can be attributed to many research based practices, programs, and initiatives that have been implemented leading us to higher levels of student success and achievement.

Attendance for both students and teachers has improved since turnaround efforts began. 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. Another significant increase was realized in the 2012-2013 school year raising student attendance to 92%. Continuing the cycle of growth, 2013-2014 GCHS ended the school year at 93.3% attendance. The 2014-2015 school year ended with a 93% attendance. As of November 2015, our current percentage for the current school year stands at: 93.07%.

Data analysis has become a common practice for GCHS staff. This analysis is beginning to get to the student level as students have begun started keeping data notebooks in Language Arts and Math classes. The analysis of state assessment data was led by the KASC 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. 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 2014-2015 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 72.4, a Proficient, Progressing School. GCHS also raised college and career readiness from 32% in 2011 to 86% in 2015. A celebration assembly was held to honor students meeting EPAS benchmarks and proficiency/distinguished 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 Accucess and EPAS data to place students in the appropriate tiers of intervention as well as classes that best meet individual learning needs. GCHS teachers are currently participating in Teacher Academies that have been arranged by the District Office. An outside consultant has been contracted out to train teachers in how to implement strategies to improve On-Demand Writing and ACT scores within their lessons.

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.

Collaborative efforts have been put into place as a result to increase alignment between the high school and the ATC in Literacy and

Mathematics.

In Summary, GCHS has grown to new heights as documented below:

1. 2015 Cohort: 18.7 ACT score (highest in school history)
2. 86% CCR
3. 93.07% attendance at the end of the 2014-2015 school year.
4. 93.1 graduation rate
5. 24/24 possible points on Program Reviews.

Areas of Improvement

While GCHS has reached a level of Proficiency, it is evident that many areas are still in need of improvement. Based on the 2013-2014 School Report Card the two most critical areas are students meeting proficiency & distinguished levels in End of Course classes, and also KPrep on-demand writing for sophomores and juniors. Administration has instructed PLC's to create benchmark assessments that will be given 3 times per year to track student progress in these assessed areas. Each time these assessments are given, GCHS administration team will enter student performance scores into a database to track these students and teachers provide interventions to increase student achievement. Interventions will target students who score in the novice and apprentice ranges particularly.

Gap Reduction is the next area that GCHS needs to focus on in terms of improvement. Special Education in particular has identified students who also use benchmark assessments to meet the needs of this student population. KEDC is working to improve collaboration strategies with both regular and special education teachers through walkthroughs and feedback. The teachers will be better prepared and the co-teaching model will become more effective.

While attendance at GCHS has risen consistently over the last three years it's still an area that needs improvement to move our school to a distinguished level. Much research has been conducted on the effectiveness of schools and the correlation between good student attendance. It is evident that this research has determined that a highly effective school must operate at the 95% student attendance range. GCHS is striving for this goal, and will continue to monitor our attendance and work closely with our district DPP to improve this area.

Finally, GCHS needs to increase the number of Career Ready students. GCHS has an attached ATC that only services GCHS. In addition, the high school itself offers four additional pathways for careers in addition to the seven offered at the ATC. We currently have 11 total pathways, the number of students who are career ready needs to increase. We have aligned the courses to increase completers. GCHS administrators have explored adding additional pathways through the master schedule & teacher certification. Teachers in these areas are very new to the profession and are learning the process and improving their instruction to meet the needs of students to complete the curriculum for completion. Work Keys & ASVAB prep is being implemented and a focus on assisting students with the academic component of becoming career ready.

Additional Information

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

GCHS is making an effort to build relationship with its stakeholders. We offer many opportunities to connect with parents and community members. They include:

1. Open/Close the Deal for seniors and incoming freshmen, including a parent program in the evening.
2. GCHS Week In Review email
3. Evening with the Arts
4. Month in Review (newsletter)
5. Senior Information Night
6. Open Houses
7. Spirit Week
8. Early Graduation Information Parent Meeting
9. PTSA
10. Musketeer March of Pride
11. Facebook & Twitter
12. Food Bank
13. Holiday Assistance

2015-2016 KDE Comprehensive School Improvement Plan-Priority School

Overview

Plan Name

2015-2016 KDE Comprehensive School Improvement Plan-Priority School

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	Greenup County High School will increase the college and/or career readiness percentage from 84% in 2014 to 94% by 2017	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$76350
2	Greenup County High School will increase its five year cohort graduation rate from 92.6% to 93% by 2016.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$202000
3	Greenup County High School will increase the percentage of students scoring at the proficient and distinguished levels to meet the 2018 delivery targets of 67.6% in reading, 57.4% in math, 56% in science, 68.8% in social studies, and 59.4% in writing.	Objectives: 5 Strategies: 3 Activities: 8	Academic	\$121000
4	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$7000
5	Greenup County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 37.2% in 2015 to 49.3% in 2017.	Objectives: 2 Strategies: 2 Activities: 10	Academic	\$37000

Goal 1: Greenup County High School will increase the college and/or career readiness percentage from 84% in 2014 to 94% by 2017

Measurable Objective 1:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in English Language Arts by 06/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0	School Council Funds	Administrative Team, PLCs
Activity - ACT Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700	SIG Grant	Administration and Faculty
Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300	SIG Grant	Contractor

(shared) Strategy 2:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

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Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350	Other	Ms. LeMaster, Ms. McCown
Activity - Close the Deal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

(shared) Strategy 3:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

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Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative Staff and CCR Coordinator
Activity - RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000	General Fund	RTI Team
Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000	State Funds	ESS Instructors, Craig Wilburn

Measurable Objective 2:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0	School Council Funds	Administrative Team, PLCs
Activity - ACT Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700	SIG Grant	Administration and Faculty
Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300	SIG Grant	Contractor

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(shared) Strategy 2:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350	Other	Ms. LeMaster, Ms. McCown
Activity - Close the Deal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster
Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

(shared) Strategy 3:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-

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wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative Staff and CCR Coordinator

Activity - RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000	General Fund	RTI Team

Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000	State Funds	ESS Instructors, Craig Wilburn

Measurable Objective 3:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Reading by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0	School Council Funds	Administrative Team, PLCs

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Activity - ACT Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700	SIG Grant	Administration and Faculty

Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300	SIG Grant	Contractor

(shared) Strategy 2:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

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The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0	No Funding Required	Barbie LeMaster

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350	Other	Ms. LeMaster, Ms. McCown

Activity - Close the Deal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0	No Funding Required	Barbie LeMaster

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Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

(shared) Strategy 3:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative Staff and CCR Coordinator

Activity - RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000	General Fund	RTI Team

Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000	State Funds	ESS Instructors, Craig Wilburn

Goal 2: Greenup County High School will increase its five year cohort graduation rate from 92.6% to 93% by 2016.

Measurable Objective 1:

A 5% increase of Twelfth grade students will improve graduation rate requirements in English Language Arts by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Academic Interventions - Greenup County High School has designed an Alternative Learning Center that will provide core academic instruction through multiple practices. Students will have opportunities for personal monitoring, tutoring and computer assisted instruction. Staff and identified students will collaborate to design an individual program that will meet their behavioral and academic needs and focus on successful transitions to college or career. By creating an Alternative Learning Center (ALC) , GCHS will provide quality services designed to equip students with skills necessary for successful re-integration into the regular school population. Students will receive support systems to ensure that graduation requirements are met.

Category: Persistence to Graduation

Activity - Grade/Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to the PLATO courses online to address student needs.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Tammy McCown, Barbie LeMaster, Brad Quillen, Administrative Staff

Activity - Alternative Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program has two components, PASS and the Alternative Learning Center. The program is set up to assist students in three areas of behavior, academic, and attendance. All students are identified by the alternative learning program committee and reviewed, placed, and monitored for success.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$145000	District Funding	PASS Staff

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade/Credit Recovery program that is implemented in the summer. The summer program utilizes the PLATO system. The counselors will identify the students and communicate the service to the students.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administration , Brad Quillen, Tammy McCown, Barbie LeMaster
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(shared) Strategy 2:

Attendance Interventions - Attendance interventions will administered through multiple resources throughout the year. Attendance checks will be done throughout the year in order to identify students and ensure success in the classroom.

Category: Persistence to Graduation

Activity - Principal Attendance Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principals will periodically meet with students that have attendance issues to address potential truancy that may have taken place throughout the school year.	Policy and Process	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative Staff

Activity - FRYSC Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Service Center will make contact with at risk student's families when a student is referred to them for attendance issues. The purpose of the contact is to addressed home needs that may be affecting the student's attendance.	Parent Involvement	01/04/2016	12/30/2016	\$1000	FRYSC	Attendance Clerk, Administration , FRYSC staff

Activity - Attendance Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCHS students who reach 8 or more unexcused absences will not be allowed to attend PROM. Seniors who reach 10 or more unexcused absences will not be allowed to participate in the commencement ceremony.	Policy and Process	01/04/2016	12/30/2016	\$0	No Funding Required	Attendance Clerk, Administration

Measurable Objective 2:

A 5% increase of Twelfth grade students will improve graduation rate requirements in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Academic Interventions - Greenup County High School has designed an Alternative Learning Center that will provide core academic instruction through multiple practices. Students will have opportunities for personal monitoring, tutoring and computer assisted instruction. Staff and identified students will collaborate to design an individual program that will meet their behavioral and academic needs and focus on successful transitions to college or career. By creating an Alternative Learning Center (ALC) , GCHS will provide quality services designed to equip students with skills necessary for successful re-integration into the regular school population. Students will receive support systems to ensure that graduation requirements are met.

Category: Persistence to Graduation

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Activity - Grade/Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to the PLATO courses online to address student needs.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Tammy McCown, Barbie LeMaster, Brad Quillen, Administrative Staff
Activity - Alternative Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program has two components, PASS and the Alternative Learning Center. The program is set up to assist students in three areas of behavior, academic, and attendance. All students are identified by the alternative learning program committee and reviewed, placed, and monitored for success.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$145000	District Funding	PASS Staff
Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade/Credit Recovery program that is implemented in the summer. The summer program utilizes the PLATO system. The counselors will identify the students and communicate the service to the students.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administration, Brad Quillen, Tammy McCown, Barbie LeMaster

(shared) Strategy 2:

Attendance Interventions - Attendance interventions will administered through multiple resources throughout the year. Attendance checks will be done throughout the year in order to identify students and ensure success in the classroom.

Category: Persistence to Graduation

Activity - Principal Attendance Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principals will periodically meet with students that have attendance issues to address potential truancy that may have taken place throughout the school year.	Policy and Process	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative Staff
Activity - FRYSC Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Service Center will make contact with at risk student's families when a student is referred to them for attendance issues. The purpose of the contact is to addressed home needs that may be affecting the student's attendance.	Parent Involvement	01/04/2016	12/30/2016	\$1000	FRYSC	Attendance Clerk, Administration, FRYSC staff

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Activity - Attendance Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCHS students who reach 8 or more unexcused absences will not be allowed to attend PROM. Seniors who reach 10 or more unexcused absences will not be allowed to participate in the commencement ceremony.	Policy and Process	01/04/2016	12/30/2016	\$0	No Funding Required	Attendance Clerk, Administration

Goal 3: Greenup County High School will increase the percentage of students scoring at the proficient and distinguished levels to meet the 2018 delivery targets of 67.6% in reading, 57.4% in math, 56% in science, 68.8% in social studies, and 59.4% in writing.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency on the Algebra II EOC in Mathematics by 12/30/2016 as measured by K-Prep End Of Course Assessment.

Strategy 1:

Math Initiative - The teachers will implement researched based activities. The math department will also gain math teaching strategies through training.

Category: Integrated Methods for Learning

Activity - Math 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math PLC will develop a departmentalized 30-60-90 day plan to develop strategies, plan data driven lessons, and to analyze data to improve all student achievement.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Math Department

Activity - 9 Weeks & Semester Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.
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Activity - Computer Assisted Remediation & Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement computer based assisted programs (Study Island, & PLATO) to provide all students with remediation and enrichment activities.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Math Department

(shared) Strategy 2:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Department Staff

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Measurable Objective 2:

57% of All Students will demonstrate a proficiency on the English II EOC in Reading by 12/30/2016 as measured by K-Prep End Of Course Assessment.

(shared) Strategy 1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Department Staff

(shared) Strategy 2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000	SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers
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Measurable Objective 3:

42% of All Students will demonstrate a proficiency on the Biology EOC in Science by 12/30/2016 as measured by K-Prep End-of-Course assessment..

(shared) Strategy 1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Department Staff

(shared) Strategy 2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000	SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff
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Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

Measurable Objective 4:

59% of All Students will demonstrate a proficiency on the US History EOC in Social Studies by 12/30/2016 as measured by K-Prep End-of-Course assessment..

(shared) Strategy 1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Department Staff

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(shared) Strategy 2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000	SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

Measurable Objective 5:

46% of All Students will demonstrate a proficiency on the On-Demand EOC in Writing by 12/30/2016 as measured by K-Prep End-of-Course assessment..

(shared) Strategy 1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Departments

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Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	SIG Grant	Department Staff

(shared) Strategy 2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000	SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

Goal 4: Novice Reduction

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments..

Strategy 1:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

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Activity - Data Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	District and school administration
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goal setting will occur at the classroom, school and district levels. Each classroom will set specific novice reduction goals for students based on their data, these classroom goals will then inform schools goals, which will then inform district goals for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	District and school administration
Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	District and school administration

Strategy 2:

Common Assessment - Common assessments will be administered for grades K-8 in reading and math and for End of Course Assessment at the high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	District and school administration
Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school staff will create and administer benchmark assessments in K-8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	District and school administration
Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school staff will analyze benchmark data and provide feedback to teachers that include resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	District and school leadership teams

Strategy 3:

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Kagan Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school staff attends a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000	Title II Part A	District Leadership Team

Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	District Kagan Leadership Team

Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk-throughs, and observations to ensure fidelity of implementation in K-12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	All GCSD certified staff

Goal 5: Greenup County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 37.2% in 2015 to 49.3% in 2017.

Measurable Objective 1:

49% of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the English II EOC in English Language Arts by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

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Activity - Needs Based Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-Duplicated Gap students are identified using triangulated data points and placed in classes with adjusted curriculum based on the students' needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Teachers
Activity - Computer Based Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000	SIG Grant	Teachers
Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	All Staff
Activity - Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	All Staff
Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website, daily emails, and social media sites such as Facebook and Twitter will be used to communicate school information to all parents and the community. Clear communication is important to increase a positive school to home relationship. This will assist with closing the achievement gap.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	All staff
Activity - School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000	School Council Funds	All Staff

(shared) Strategy 2:

PLC (Job Embedded Professional Learning) - All departmental professional learning communities (PLCs) will participate in job-embedded professional learning to implement effective instruction, analyze data, and determine the next steps for instruction based on the results. Data driven decision making will be used to address identified achievement gaps and focus the work of the PLCs on continuous improvement.

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Category: Professional Learning & Support

Activity - Content Specific Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend content-specific professional learning opportunities to help them gain the knowledge and skills to address all achievement gaps in their content areas.	Professional Learning	01/04/2016	12/30/2016	\$0	District Funding	All Staff

Activity - Math & Reading Based PLO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content areas will participate in content specific instructional strategy based professional learning.	Professional Learning	01/04/2016	12/30/2016	\$8000	SIG Grant	District Office

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will conduct walk-throughs with feedback concerning the implementation of instructional strategies learned through the professional learning opportunities. The administrative team will check for documentation of the strategies within the lesson plans.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative teams

Activity - Special Education Co-teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration, central office, and KEDC will conduct multiple professional learning opportunities and walk-throughs to assist teachers with implementing multiple co-teaching models.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Administration team, KEDC, Kim Taylor

Measurable Objective 2:

36% of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Algebra II EOC in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

(shared) Strategy 1:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

Activity - Needs Based Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-Duplicated Gap students are identified using triangulated data points and placed in classes with adjusted curriculum based on the students' needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Teachers

Activity - Computer Based Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000	SIG Grant	Teachers

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Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	All Staff

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	All Staff

Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website, daily emails, and social media sites such as Facebook and Twitter will be used to communicate school information to all parents and the community. Clear communication is important to increase a positive school to home relationship. This will assist with closing the achievement gap.	Parent Involvement	01/04/2016	12/30/2016	\$0	No Funding Required	All staff

Activity - School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000	School Council Funds	All Staff

(shared) Strategy 2:

PLC (Job Embedded Professional Learning) - All departmental professional learning communities (PLCs) will participate in job-embedded professional learning to implement effective instruction, analyze data, and determine the next steps for instruction based on the results. Data driven decision making will be used to address identified achievement gaps and focus the work of the PLCs on continuous improvement.

Category: Professional Learning & Support

Activity - Content Specific Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend content-specific professional learning opportunities to help them gain the knowledge and skills to address all achievement gaps in their content areas.	Professional Learning	01/04/2016	12/30/2016	\$0	District Funding	All Staff

Activity - Math & Reading Based PLO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content areas will participate in content specific instructional strategy based professional learning.	Professional Learning	01/04/2016	12/30/2016	\$8000	SIG Grant	District Office

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Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will conduct walk-throughs with feedback concerning the implementation of instructional strategies learned through the professional learning opportunities. The administrative team will check for documentation of the strategies within the lesson plans.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Administrative teams

Activity - Special Education Co-teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration, central office, and KEDC will conduct multiple professional learning opportunities and walk-throughs to assist teachers with implementing multiple co-teaching models.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Administration team, KEDC, Kim Taylor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kagan Training	District and school staff attends a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000	District Leadership Team
Total					\$7000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Specific Professional Learning	All teachers will attend content-specific professional learning opportunities to help them gain the knowledge and skills to address all achievement gaps in their content areas.	Professional Learning	01/04/2016	12/30/2016	\$0	All Staff
Alternative Learning Program	The program has two components, PASS and the Alternative Learning Center. The program is set up to assist students in three areas of behavior, academic, and attendance. All students are identified by the alternative learning program committee and reviewed, placed, and monitored for success.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$145000	PASS Staff
Total					\$145000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC Involvement	The Youth Service Center will make contact with at risk student's families when a student is referred to them for attendance issues. The purpose of the contact is to address home needs that may be affecting the student's attendance.	Parent Involvement	01/04/2016	12/30/2016	\$1000	Attendance Clerk, Administration, FRYSC staff
Total					\$1000	

General Fund

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Interventions	The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000	RTI Team
Total					\$12000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Services	The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000	ESS Instructors, Craig Wilburn
Total					\$28000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Fair	The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350	Ms. LeMaster, Ms. McCown
Total					\$350	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Instruction	The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0	Administrative Team, PLCs
School Events	School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000	All Staff
Total					\$1000	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Implement Study Island/Sensei Program	All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000	Departments
Summer School	Grade/Credit Recovery program that is implemented in the summer. The summer program utilizes the PLATO system. The counselors will identify the students and communicate the service to the students.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	\$28000	Administration, Brad Quillen, Tammy McCown, Barbie LeMaster
Computer Based Programming	Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000	Teachers
Computer Assisted Remediation & Enrichment	All math teachers will implement computer based assisted programs (Study Island, & PLATO) to provide all students with remediation and enrichment activities.	Academic Support Program	01/04/2016	12/30/2016	\$28000	Math Department
ACT Interventions	All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700	Administration and Faculty
Grade/Credit Recovery	Students will have access to the PLATO courses online to address student needs.	Academic Support Program	01/04/2016	12/30/2016	\$28000	Tammy McCown, Barbie LeMaster, Brad Quillen, Administrative Staff
Analyze Data	The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000	Department Staff
Teacher Academies	The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff
Quality Questioning Technique Training	Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300	Contractor
Planning	The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000	Administrative Team, Staff
Math & Reading Based PLO	All content areas will participate in content specific instructional strategy based professional learning.	Professional Learning	01/04/2016	12/30/2016	\$8000	District Office
Total					\$249000	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Practices	The administrative team will conduct walk-throughs with feedback concerning the implementation of instructional strategies learned through the professional learning opportunities. The administrative team will check for documentation of the strategies within the lesson plans.	Academic Support Program	01/04/2016	12/30/2016	\$0	Administrative teams
Analyze Data	District and school staff will analyze benchmark data and provide feedback to teachers that include resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	District and school leadership teams
Individualized Interventions	Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0	District and school administration
Communication of Clear Expectations	Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0	All Staff
Assessment Calendar	The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0	Administrative Staff and CCR Coordinator
ACT Question of the Day	The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	ELA teachers, Social Studies teachers, Math teachers, Science teachers
Parent Contacts	All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0	All Staff
College Enrollment Night	The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0	Barbie LeMaster
Math 30-60-90 Day Plan	The math PLC will develop a departmentalized 30-60-90 day plan to develop strategies, plan data driven lessons, and to analyze data to improve all student achievement.	Professional Learning	01/04/2016	12/30/2016	\$0	Math Department
Goal Setting	Goal setting will occur at the classroom, school and district levels. Each classroom will set specific novice reduction goals for students based on their data, these classroom goals will then inform schools goals, which will then inform district goals for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0	District and school administration

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Curriculum Standard Assessments	Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0	District and school administration
Attendance Policy	GCHS students who reach 8 or more unexcused absences will not be allowed to attend PROM. Seniors who reach 10 or more unexcused absences will not be allowed to participate in the commencement ceremony.	Policy and Process	01/04/2016	12/30/2016	\$0	Attendance Clerk, Administration
Kagan Action Plan	Plan monthly activities for the Kagan Leadership Team to share professional learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0	District Kagan Leadership Team
Close the Deal	The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0	Barbie LeMaster
Special Education Co-teaching Professional Learning	The administration, central office, and KEDC will conduct multiple professional learning opportunities and walk-throughs to assist teachers with implementing multiple co-teaching models.	Professional Learning	01/04/2016	12/30/2016	\$0	Administration team, KEDC, Kim Taylor
Principal Attendance Meetings	The principals will periodically meet with students that have attendance issues to address potential truancy that may have taken place throughout the school year.	Policy and Process	01/04/2016	12/30/2016	\$0	Administrative Staff
Data Management	Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	District and school administration
ACT Preparation Session	ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0	ELA, Math, Science teachers, District Administrators, and Building Administrators
Benchmark Assessments	District and school staff will create and administer benchmark assessments in K-8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0	District and school administration

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9 Weeks & Semester Exams	The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.	Academic Support Program	01/04/2016	12/30/2016	\$0	The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.
Cooperative Learning Implementation	School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk-throughs, and observations to ensure fidelity of implementation in K-12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0	All GCSD certified staff
Needs Based Classes	Non-Duplicated Gap students are identified using triangulated data points and placed in classes with adjusted curriculum based on the students' needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	Teachers
Technology Parent Communication	The school website, daily emails, and social media sites such as Facebook and Twitter will be used to communicate school information to all parents and the community. Clear communication is important to increase a positive school to home relationship. This will assist with closing the achievement gap.	Parent Involvement	01/04/2016	12/30/2016	\$0	All staff
Early Graduation Orientation	Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0	Barbie LeMaster
Total					\$0	

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?

Our school administrative team examined the assessment data made available by the Kentucky Department of Education and through the 2014-15 School Report Card data to determine what specific areas of weakness and strengths were present in our school. Specifically, Greenup Co High School (GCHS) sought to determine what content areas and grade levels showed the greatest need for improvement, as well as the areas which merited celebration. By examining these sets of data, GCHS sought to determine next steps in the improvement and transformation process.

As a part of this analysis many next steps were determined, as well as the effectiveness of instructional initiatives and the performance of individuals. Through a systematic examination of assessment and Report Card data, GCHS sought to determine which school leadership team members and specific teachers needed additional support. To provide further insight into these issues, the administrative team analyzed the Diagnostic Review feedback to examine what type of support teachers and administrators described as needing.

By examining School Report Card data, it is evident that major improvements need to be made in a few areas. These areas include End of Course (EOC) Assessments, On-Demand Assessments, and gap reduction. In terms of EOC and On-Demand Assessments, there are too many students scoring in the novice and apprentice categories across all content areas. In reference to gap reduction, not enough progress is being made to decrease the gaps in student performance.

By examining the Diagnostic Review feedback, it was apparent that there were some major issues regarding school student relationships and adult advocacy on their behalf. Secondly, it was a fundamental need for GCHS to develop a process for lesson/unit planning.

GCHS survey results show a positive correlation between the results of two different surveys administered at our school. These surveys include the TELL Survey & AdvancED Surveys for all stakeholders. The focus of our analysis was on Standards 2-5. Survey results indicate that a relatively high percentage of those that responded on multiple surveys indicate that school leadership is communicating the vision of "College and Career Readiness for All". Leadership at the school level has placed an emphasis on decision-making that is driven by data. These decisions are being implemented with the necessary resources to help students reach benchmarks to become College &/or Career Ready.

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?

GCHS saw a significant increase in student achievement in several areas of assessment. Biology, On-Demand writing, and Language mechanics saw steady growth in the number of students scoring proficient and distinguished. In addition, on-demand writing had a reduction in the number of novices. Students who belong to the non-duplicated gap group exhibited growth in English II, Biology, On-demand writing, and language mechanics. These areas show double digit growth, with the exception of English II which scored +7.6% more proficient & distinguished.

English Language Arts teachers have developed a school-wide writing plan that works across the curriculum. This plan is implemented beginning the second semester and contains intentional strategies to increase student achievement on the end of year writing exams. In addition, writing program review committee members conduct self-assessments throughout the course of the year to ensure that writing is taking place across the curriculum.

Mock EOC's are administered 3 times per year to predict student performance and provide intermittent interventions to improve student achievement. Goal-setting measures are conducted in individual PLC's to track overall school performance and to help teachers to be aware of what needs to be achieved at the school level to ensure school success.

Finally, teachers have been given extensive professional learning sessions to improve student questioning and engagement.

Causes to celebrate include the double digit percentage gains in Biology, On-Demand Writing, and Language Mechanics. Graduation Rate ended at 93%, the highest since the implementation of Unbridled Learning. Program Reviews received a perfect score in all 3 areas. College & Career Readiness also increased to the highest level in school history.

Opportunities for Improvement

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

GCHS experienced an increase in the number of novices on Algebra II, Biology, and U.S. History EOC's. Non-duplicated gap students also had an increase in the number of novices in the same assessments.

GCHS is in need of increasing the number of students who are college &/or career ready. An intentional focus is being placed on increasing the number of students who are career ready. GCHS will focus on the Work-Keys assessment to ensure that students who are preparatory have the opportunity to meet their academic component. Additional interventions will be provided to these students to help them adequately prepare for these assessments.

Conclusion

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

1. Ensure that all students have a career pathway.
2. GCHS has dedicated an entire period to remediation in English/Reading and math.
3. GCHS has partnered with KEDC to train Special Education and content area teachers in better instructional collaboration.
4. GCHS math teachers have been afforded professional learning opportunities to differentiate instructional practices. The use of manipulatives, for example, has been provided to these teachers.
5. A Lesson/Unit Plan PDSA has been implemented to ensure that GCHS has a process for planning lessons. This process includes a study of the formative assessment results and what action is necessary to ensure learning. Teachers also must reflect on their instructional practice in order to continuously improve the teaching and learning in our school.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Greenup County High School will increase the college and/or career readiness percentage from 84% in 2014 to 94% by 2017

Measurable Objective 1:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in English Language Arts by 06/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

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Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Measurable Objective 2:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Reading by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

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Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Measurable Objective 3:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

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Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Goal 2:

Greenup County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 37.2% in 2015 to 49.3% in 2017.

Measurable Objective 1:

49% of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the English II EOC in English Language Arts by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

Research Cited:

Activity - School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000 - School Council Funds	All Staff

Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school website, daily emails, and social media sites such as Facebook and Twitter will be used to communicate school information to all parents and the community. Clear communication is important to increase a positive school to home relationship. This will assist with closing the achievement gap.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	All staff

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

Activity - Computer Based Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000 - SIG Grant	Teachers

Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

Activity - Needs Based Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-Duplicated Gap students are identified using triangulated data points and placed in classes with adjusted curriculum based on the students' needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Teachers

Strategy2:

PLC (Job Embedded Professional Learning) - All departmental professional learning communities (PLCs) will participate in job-embedded professional learning to implement effective instruction, analyze data, and determine the next steps for instruction based on the results. Data driven decision making will be used to address identified achievement gaps and focus the work of the PLCs on continuous improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Special Education Co-teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration, central office, and KEDC will conduct multiple professional learning opportunities and walk-throughs to assist teachers with implementing multiple co-teaching models.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Administration team, KEDC, Kim Taylor

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Math & Reading Based PLO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content areas will participate in content specific instructional strategy based professional learning.	Professional Learning	01/04/2016	12/30/2016	\$8000 - SIG Grant	District Office

Activity - Content Specific Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend content-specific professional learning opportunities to help them gain the knowledge and skills to address all achievement gaps in their content areas.	Professional Learning	01/04/2016	12/30/2016	\$0 - District Funding	All Staff

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will conduct walk-throughs with feedback concerning the implementation of instructional strategies learned through the professional learning opportunities. The administrative team will check for documentation of the strategies within the lesson plans.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Administrative teams

Measurable Objective 2:

36% of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Algebra II EOC in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

PLC (Job Embedded Professional Learning) - All departmental professional learning communities (PLCs) will participate in job-embedded professional learning to implement effective instruction, analyze data, and determine the next steps for instruction based on the results. Data driven decision making will be used to address identified achievement gaps and focus the work of the PLCs on continuous improvement.

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KDE Comprehensive School Improvement Plan

Greenup County High School

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Strategy2:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

Research Cited:

Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Needs Based Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Computer Based Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000 - SIG Grant	Teachers

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

Activity - School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000 - School Council Funds	All Staff

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

Goal 1:

Greenup County High School will increase the percentage of students scoring at the proficient and distinguished levels to meet the 2018 delivery targets of 67.6% in reading, 57.4% in math, 56% in science, 68.8% in social studies, and 59.4% in writing.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency on the US History EOC in Social Studies by 12/30/2016 as measured by K-Prep End-of-Course assessment..

Strategy1:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Research Cited:

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000 - SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Strategy2:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Research Cited:

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Department Staff

Measurable Objective 2:

43% of All Students will demonstrate a proficiency on the Algebra II EOC in Mathematics by 12/30/2016 as measured by K-Prep End Of Course Assessment.

Strategy1:

Math Initiative - The teachers will implement researched based activities. The math department will also gain math teaching strategies through training.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - 9 Weeks & Semester Exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	The mathematics department will develop and implement 9 week and Semester exams with open response and multiple choice questions based on Quality Core for all math students.

Activity - Computer Assisted Remediation & Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement computer based assisted programs (Study Island, & PLATO) to provide all students with remediation and enrichment activities.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Math Department

Activity - Math 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math PLC will develop a departmentalized 30-60-90 day plan to develop strategies, plan data driven lessons, and to analyze data to improve all student achievement.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Math Department

Strategy2:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Research Cited:

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Department Staff

Measurable Objective 3:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Greenup County High School

57% of All Students will demonstrate a proficiency on the English II EOC in Reading by 12/30/2016 as measured by K-Prep End Of Course Assessment.

Strategy1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Research Cited:

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Department Staff

Strategy2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Research Cited:

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000 - SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Measurable Objective 4:

42% of All Students will demonstrate a proficiency on the Biology EOC in Science by 12/30/2016 as measured by K-Prep End-of-Course assessment..

Strategy1:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Research Cited:

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Administrative Team, Staff

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Department Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Departments

Strategy2:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000 - SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

Measurable Objective 5:

46% of All Students will demonstrate a proficiency on the On-Demand EOC in Writing by 12/30/2016 as measured by K-Prep End-of-Course assessment..

Strategy1:

ACT Instructional Strategies - Teachers will be trained by an ACT consultant in strategies to improve literacy across all content within the ACT assessment.

Category: Learning Systems

Research Cited:

Activity - ACT Question of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will provide all students with ACT type questions to prepare them for the February and March administration of the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA teachers, Social Studies teachers, Math teachers, Science teachers

Activity - Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional learning opportunities to high school ELA, science, and social studies teachers to implement ACT test taking strategies within their lessons.	Academic Support Program	01/04/2016	12/30/2016	\$9000 - SIG Grant	Ms. Sherry Horsley, Ms. Traysea Moresea, Dr. Matt Baker, ELA staff, science staff, social studies staff

Strategy2:

End of Course Assessment Intervention - All students will participate in an intensive EOC intervention program. The administrative team and EOC teachers will implement a month long schedule utilizing the Study Island/Sensei computer program.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC and the administrative team will meet and develop schedule and implementation protocol.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Administrative Team, Staff

Activity - Implement Study Island/Sensei Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the intensive EOC intervention program that the Math PLC and administrative team have developed to all students that are taking an EOC class.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Departments

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze the data to make predictions to determine if the students enrolled in the Algebra II course will meet the proficiency benchmarks.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - SIG Grant	Department Staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Greenup County High School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 37.2% in 2015 to 49.3% in 2017.

Measurable Objective 1:

36% of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Algebra II EOC in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

KDE Comprehensive School Improvement Plan

Greenup County High School

Strategy1:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

Research Cited:

Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school website, daily emails, and social media sites such as Facebook and Twitter will be used to communicate school information to all parents and the community. Clear communication is important to increase a positive school to home relationship. This will assist with closing the achievement gap.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	All staff

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the number of parent contacts for positive reinforcements for the non-duplicated gap group. This will help improve students motivation. This will be monitored by parent contact logs.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

Activity - Computer Based Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated GAP groups will have access to multiple computer based programs (PLATO, Study Island, and Reading Plus) to intervene and enrich student learning.	Technology	01/04/2016	12/30/2016	\$28000 - SIG Grant	Teachers

Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

Activity - School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School events such as Open House, Open the Deal, Parent/Teacher conferences, and Close the Deal will provide all parents opportunities to meet with all teachers and all school personnel and to monitor their children's progress.	Parent Involvement	01/04/2016	12/30/2016	\$1000 - School Council Funds	All Staff

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Needs Based Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-Duplicated Gap students are identified using triangulated data points and placed in classes with adjusted curriculum based on the students' needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Teachers

Strategy2:

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All teachers will attend content-specific professional learning opportunities to help them gain the knowledge and skills to address all achievement gaps in their content areas.	Professional Learning	01/04/2016	12/30/2016	\$0 - District Funding	All Staff

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The administrative team will conduct walk-throughs with feedback concerning the implementation of instructional strategies learned through the professional learning opportunities. The administrative team will check for documentation of the strategies within the lesson plans.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Administrative teams

Measurable Objective 2:

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KDE Comprehensive School Improvement Plan

Greenup County High School

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Strategy2:

Supportive Learning Environment - The creation of a supportive learning environment will result in increased student achievement.

Category: Learning Systems

Research Cited:

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Greenup County High School

Activity - Technology Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Communication of Clear Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will establish a culture of learning for all students in their classroom by communicating the importance of the content as well as clear expectations for learning and achievement. This will be monitored through walkthroughs, teacher non-negotiables, and lesson non-negotiables.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All Staff

KDE Comprehensive School Improvement Plan

Greenup County High School

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

Goal 1:

Greenup County High School will increase its five year cohort graduation rate from 89.5% to 91.6% by 2017.

Measurable Objective 1:

collaborate to increase the graduation rate from 89.5% to 90.6% by 06/30/2015 as measured by the 5 year cohort graduation rate..

Strategy1:

Attendance PDSA - The administrative team at Greenup County High will develop an attendance plan, do, study, act committee to determine the areas of attendance that need to be addressed to ensure that the students at Greenup County High School will stay on pace to graduate with their cohort group.

Category: Persistence to Graduation

Research Cited:

Activity - Principal Attendance Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principals will periodically meet with all students that have attendance issues to address potential truancy that may have taken place throughout the school year.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	Jason Smith, Eric Keeton, Craig Wilburn, Missy Wireman

Activity - Faculty Attendance Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCHS faculty members are rewarded for their monthly perfect attendance.	Other	01/03/2015	12/31/2015	\$0 - No Funding Required	Recognition Committee

Activity - Attendance Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCHS students who reach 8 or more unexcused absences will not be allowed to attend PROM. Seniors who reach 10 or more unexcused absences will not be allowed to participate in the commencement ceremony.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	Jason Smith, Eric Keeton, Craig Wilburn, Mike Raby

Activity - FRYSC Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will make home visits when any and all students are referred from the attendance clerk.	Other	01/03/2015	12/31/2015	\$750 - Grant Funds	Pete Phillips, Missy Wireman

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Attendance Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students enrolled in the Leadership Dynamics class will announce attendance by class each school day.	Other	01/03/2015	12/31/2015	\$0 - No Funding Required	Leadership Dynamic class, Missy Wireman

Strategy2:

Academic Interventions - Greenup County High School has designed an Alternative Learning Center that will provide core academic instruction through multiple practices. Students will have opportunities for personal monitoring, tutoring and computer assisted instruction.

Staff and identified students will collaborate to design an individual program that will meet their behavioral and academic needs and focus on successful transitions to college or career.

By creating an Alternative Learning Center (ALC) , GCHS will provide quality services designed to equip students with skills necessary for successful re-integration into the regular school population.

Category: Integrated Methods for Learning

Research Cited:

Activity - Alternative Learning Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program has two components, PASS and the Alternative Learning Center. The program is set up to assist students in three areas of behavior, academic, and attendance. All students are identified by the alternative learning program committee and reviewed, placed, and monitored for success.	Behavioral Support Program	01/03/2015	12/31/2015	\$145000 - District Funding	Brad Quillen, Mike Ellis, Mike Doran

Activity - Credit/Grade Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team have developed a linkage chart for identifying, reviewing, and monitoring all students to assist them with academic achievement. The identified students will utilize the PLATO system to address interventions in the subject/topic area.	Academic Support Program	01/03/2015	12/31/2015	\$28000 - General Fund	Tammy McCown, Barbie LeMaster, Sherry Hopper, Brad Quillen, Eric Keeton

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade/Credit Recovery program that is implemented in the summer. The summer program utilizes the PLATO system. The counselors will identify the students and communicate the service to the students.	Academic Support Program	01/03/2015	12/31/2015	\$28000 - General Fund	Craig Wilburn, Tammy McCown, Barbie LeMaster, Brad Quillen

Strategy3:

Student Advocacy/Mentoring Program (IP 3.9 Addressed) - The students will have the opportunity to develop a long-term interaction relationship with an adult at the school who will advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Category: Persistence to Graduation

Research Cited:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Implement Advisor/Advisee (A/A) (IP 3.9 Addressed)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCHS A/A program will implement the KDE advising toolkit in various mentoring sessions throughout the school year.	Academic Support Program	08/06/2015	12/31/2015	\$0 - General Fund	Administrative Team, Teachers

Activity - At-Risk Database (IP 3.9 Addressed)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will develop and utilize an At-risk database to monitor cohorts to ensure that all students meet all graduation requirements and support the student's needs.	Academic Support Program	01/14/2015	12/31/2015	\$0 - General Fund	Administrative Team

Activity - Orientation Activities (IP 3.9 Addressed)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students at GCHS will participate in school orientation activities the first three (3) days of the new school year. A committee will be formed to develop mentoring activities.	Academic Support Program	07/15/2015	08/10/2015	\$0 - General Fund	Orientation Committee

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

Goal 1:

Greenup County High School will increase the college and/or career readiness percentage from 84% in 2014 to 94% by 2017

Measurable Objective 1:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in English Language Arts by 06/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Strategy2:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000 - General Fund	RTI Team

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - State Funds	ESS Instructors, Craig Willburn

Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Administrative Staff and CCR Coordinator

Strategy3:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Research Cited:

Activity - ACT Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700 - SIG Grant	Administration and Faculty

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0 - School Council Funds	Administrative Team, PLCs

Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300 - SIG Grant	Contractor

Measurable Objective 2:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Mathematics by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

KDE Comprehensive School Improvement Plan

Greenup County High School

Strategy1:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

Research Cited:

Activity - RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000 - General Fund	RTI Team

Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Administrative Staff and CCR Coordinator

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - State Funds	ESS Instructors, Craig Willburn

Strategy2:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Strategy3:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Research Cited:

Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300 - SIG Grant	Contractor

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0 - School Council Funds	Administrative Team, PLCs

Activity - ACT Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700 - SIG Grant	Administration and Faculty

Measurable Objective 3:

A 5% increase of Twelfth grade students will achieve college and career readiness benchmarks in Reading by 12/30/2016 as measured by criteria established by the Kentucky Department of Education.

Strategy1:

CCR Spreadsheet - The CCR spreadsheet will help identify students that need interventions toward meeting college and career benchmarks. Students take the state-wide administered ACT their 11th grade year. Assessment data is used to build a college and career readiness spreadsheet to identify those students that have met benchmark. Secondly, the spreadsheet provides assessment information on those students who have not met benchmark and in what areas. This information allows the school to provide necessary targeted interventions to re-mediate students in the areas where they have not met benchmarks. A sustainable system has been implemented to ensure that student are re-mediated and reassessed throughout the school year using alternative benchmark assessments such as: KYOTE, Compass, and ACT. This system has been established for reaching college readiness. The CCR spreadsheet also identifies the students for career readiness. We follow the same process as the college readiness protocol. The benchmark assessments that are used: WorkKeys, ASVAB, and KOSSA.

Category: Career Readiness Pathways

Research Cited:

Activity - Assessment Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school assessment team will establish an assessment calendar for all stakeholders.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Administrative Staff and CCR Coordinator

Activity - RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will identify students that need interventions to reach college and career benchmarks and implement remediation strategies.	Academic Support Program	01/04/2016	12/30/2016	\$12000 - General Fund	RTI Team

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will develop a plan to implement extended school services through interventions during the school day to improve ACT scores.	Academic Support Program	01/04/2016	12/30/2016	\$28000 - State Funds	ESS Instructors, Craig Wilburn

Strategy2:

Stakeholders - In order to achieve our school CCR goal, College and Career Readiness for All, it is vital to inform, involve, and recognize stakeholders in the school's daily processes. This can only be achieved through proper planning and implementation of a school-wide communication plan. When designing the communication plan, the number one area that needs to be addressed is school and community culture. It is important for the students to be aware of their overall status and have an understanding of setting and achieving goals. The parents need to stay informed on upcoming events and improving the transition process for our students whether it be to college or into the workforce. Community involvement is another area that should be focused on to improve support from all stakeholders.

Category: Stakeholder Engagement

Research Cited:

Activity - ACT Preparation Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT preparation sessions will be administered in collaboration with Russell and Raceland-Worthington High School, which is available to all students that have registered to take the ACT.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	ELA, Math, Science teachers, District Administrators, and Building Administrators

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Close the Deal committee will be formed and will meet to prepare and implement the event for all seniors and students that are eligible for early graduation.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - Early Graduation Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent meeting to discuss the early graduation program per KRS for all students that are interested in graduating early.	Parent Involvement	01/04/2016	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Enrollment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counseling office will hold a parent night for seniors and their parents to discuss the application process and financial aid options for enrollment into college.	Parent Involvement	11/12/2015	12/30/2016	\$0 - No Funding Required	Barbie LeMaster

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The senior class will travel to ACTC for a regional college fair.	Field Trip	01/04/2016	12/30/2016	\$350 - Other	Ms. LeMaster, Ms. McCown

KDE Comprehensive School Improvement Plan

Greenup County High School

Strategy3:

Instruction - The administrated team will come up with activities that focus on classroom instruction to promote student achievement toward reaching college and career benchmarks.

Category: Learning Systems

Research Cited:

Activity - ACT Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to the ACT preparation program on Study Island.	Academic Support Program	01/04/2016	12/30/2016	\$30700 - SIG Grant	Administration and Faculty

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team and the PLCs will develop a strategy to implement Quality Core driven instruction in all core classes for all students.	Academic Support Program	01/04/2016	12/30/2016	\$0 - School Council Funds	Administrative Team, PLCs

Activity - Quality Questioning Technique Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided special learning sessions, in addition to, one on one coaching. Support materials will also be provided.	Academic Support Program	01/04/2016	12/30/2016	\$5300 - SIG Grant	Contractor

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

Goal 1:

Greenup County High School will continue to improve the Arts & Humanities, Practical Living/Career Studies, Writing, and World Language instructional programs as measured by a proficient or higher score on each program review by May 2017.

Measurable Objective 1:

collaborate to improve the writing instructional program by 12/31/2015 as measured by a proficient or higher score on each standard on the state writing program review rubric.

Strategy1:

Writing Content Integration - The Writing Review Team will develop a formative evaluation of the curriculum and instructional program using the Writing Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - Classroom Writing Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate writing into classroom instruction across the curriculum in all content areas when applicable.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	All Staff

Activity - Writing Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review committee, which is a multi-disciplinary team, will meet 3 times a year to plan and discuss cross-curricular activities pertaining to Writing. Other activities that may take place can include arranging the Writing shared folder, uploading evidence into the shared folder, and completing formative and summative evaluations.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	Staff

Strategy2:

Writing Program Evaluation - The writing curriculum and instructional program will develop a way to evaluate and take steps for improvement.

Category: Management Systems

Research Cited:

Activity - Writing Formative Process Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Writing Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	Writing Committee

Activity - Writing Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Writing Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	Writing Committee

Measurable Objective 2:

collaborate to improve the Arts & Humanities instructional program by 12/31/2015 as measured by a proficient or higher score on the Arts and Humanities Program Review .

Strategy1:

A&H Integration - The arts & humanities curriculum and instructional program will be evaluated and steps taken for improvement.

Category: Integrated Methods for Learning

Research Cited:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Greenup County High School

Activity - A&H Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities Program Review committee, which is a multi-disciplinary team, will meet 3 times a year to plan and discuss cross-curricular activities pertaining to Arts & Humanities. Other activities that may take place can include arranging the Arts & Humanities shared folder, uploading evidence into the shared folder, and completing formative and summative evaluations.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	A&H Committee

Activity - Classroom A&H Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate arts & humanities into classroom instruction across the curriculum in all content areas when applicable.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	All Staff

Strategy2:

Arts & Humanities Program Evaluation - The arts & humanities curriculum and instructional program will develop a way to evaluate and take steps for improvement.

Category: Management Systems

Research Cited:

Activity - A&H Formative Process Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Arts & Humanities Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	A&H committee

Activity - A&H Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within each department will identify gaps based on the Arts and Humanities Program Review rubric and plan lessons accordingly to address those gaps.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	A&H Staff

Measurable Objective 3:

collaborate to improve the World Language instructional programs by 12/31/2015 as measured by a proficient or higher score on each standard on the World Language Program Review rubric.

Strategy1:

World Language Program Evaluation - The world language curriculum and instructional program will develop a way to evaluate and take steps for improvement.

Category: Management Systems

SY 2015-2016

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Research Cited:

Activity - World Language Formative Process Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World Language Program Review Team will develop a formative evaluation of the curriculum and instructional program using the World Language Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	World Language Committee

Activity - World Language Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The World Language Program Review Team will develop a formative evaluation of the curriculum and instructional program using the World Language Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	World Language Committee

Strategy2:

World Language Content Integration - The World Language Review Team will develop a formative evaluation of the curriculum and instructional program using the World Language Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.

Category: Integrated Methods for Learning

Research Cited:

Activity - World Language Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World Language Program Review committee, which is a multi-disciplinary team, will meet 3 times a year to plan and discuss cross-curricular activities pertaining to World Language. Other activities that may take place can include arranging the World Language shared folder, uploading evidence into the shared folder, and completing formative and summative evaluations.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	Staff

Activity - Classroom World Language Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate world language studies into classroom instruction across the curriculum in all content areas when applicable.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	All Staff

Measurable Objective 4:

collaborate to improve the PLCs instructional program by 12/31/2015 as measured by a proficient or higher score on each standard on the PLCs program review rubric.

KDE Comprehensive School Improvement Plan

Greenup County High School

Strategy1:

PLCS Program Evaluation - The arts & humanities curriculum and instructional program will develop a way to evaluate and take steps for improvement.

Category: Management Systems

Research Cited:

Activity - PL/CS Formative Process Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living/Career Studies Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Practical Living/Career Studies Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Policy and Process	01/03/2015	12/31/2015	\$0 - No Funding Required	PL/CS Committee

Activity - PLCS Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living/Career Studies Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Practical Living/Career Studies Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	PL/CS Committee

Strategy2:

PL/CS Content Integration - The Arts & Humanities Program Review Team will develop a formative evaluation of the curriculum and instructional program using the Arts & Humanities Program Review Rubric and will use the data questions to analyze the results and develop next steps for improvement.

Category: Integrated Methods for Learning

Research Cited:

Activity - PL/CS Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living/Career Studies Program Review committee, which is a multi-disciplinary team, will meet 3 times a year to plan and discuss cross-curricular activities pertaining to Practical Living/Career Studies. Other activities that may take place can include arranging the Practical Living/Career Studies shared folder, uploading evidence into the shared folder, and completing formative and summative evaluations.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	Staff

Activity - Classroom PL/CS Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate practical living/career studies into classroom instruction across the curriculum in all content areas when applicable.	Academic Support Program	01/03/2015	12/31/2015	\$0 - No Funding Required	All Staff

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	Kagan, Quality Questioning Techniques, MDC, LDC	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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	Response to Intervention class indicated in the master schedule.	

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
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

KDE Comprehensive School Improvement Plan

Greenup County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Indicated in the CSIP, as well as, the 30-60-90 day plan.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	NA	

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	Professional Development Plan	

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	Strategies from CSIP is addressed through 30-60-90 day process.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

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	RTI process, placement protocols, ESS services	

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		

KDE Comprehensive School Improvement Plan

Greenup County High School

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

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.	N/A		

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.	N/A		

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

KDE Comprehensive School Improvement Plan

Greenup County High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.greenup.kyschools.us/greenupcountyhigh_home.aspx	

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.	N/A		

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	Professional Learning Opportunity plan	

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

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

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

KDE Comprehensive School Improvement Plan

Greenup County High School

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

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.	N/A		

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

The Missing Piece

Introduction

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

Stakeholders

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

School Leadership Instructional Team (SILT) - Jason Smith (principal), Andre Daniels (Dpt. Head A&H), Leanna Coldiron (Dpt. Head PL), Lynn Ferguson (Dpt. Head Math), Kristina Brown (Dpt. Head Science), Eric Boos (Dpt. Head Soc. St), and Ms. Bowling (Dpt. Head ELA).

Relationship Building

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

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

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

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

	Statement or Question	Response	Rating
3.6	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

KDE Comprehensive School Improvement Plan

Greenup County High School

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 2.14

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

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

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

KDE Comprehensive School Improvement Plan

Greenup County High School

	Statement or Question	Response	Rating
4.7	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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff 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
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	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
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

Reflection

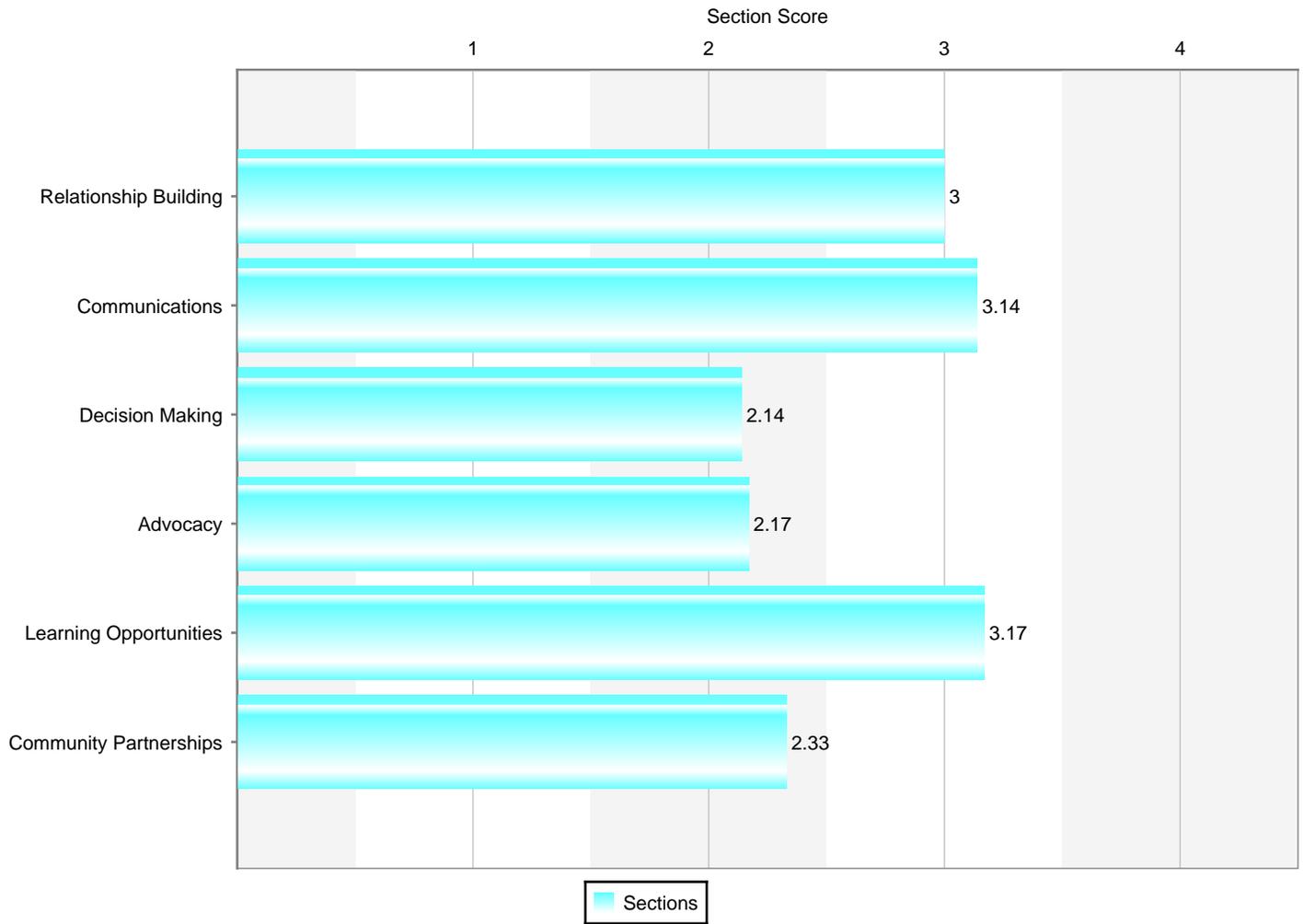
Reflect upon your responses to each of the Missing Piece objectives.

GCHS has developed many systematic interventions/resources to assist both parents and students in their academic, social, and emotional achievement/progress.

It is evident that additional supports and resources need to continue to be developed.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Greenup County High School used an extensive process to engage a variety of stakeholders in the development of our high school's comprehensive improvement plan. The administrative team included members of the faculty, central office, and student body to gather input and feedback on the priority needs for school improvement. This input and feedback was documented through the development of a school-wide 30-60-90 day plan that address the areas of College and Career Readiness, Academic Progress (Proficiency and GAP Reduction), and School Culture. The objectives and strategies that were gathered during these administrative team meetings through a multitude of stakeholders were used in developing the comprehensive school improvement plan. The administrative team structured their meetings to accommodate each PLC throughout the day so that all teachers and a variety of students could participate in the development of the plan.

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

Administrative team meetings were scheduled at the beginning of the year starting with 1st period in our daily schedule. Each time the administrative team met the meeting was changed to the next period. This allowed every PLC and a variety of students to attend the meetings to obtain their input and feedback. Each stakeholder was informed of the concept and process of the 30-60-90 day planning. The administrative team reviewed the prior activities with the stakeholders and addressed whether the activity had been performed and if it was effective. Each group that met with the administrative team was given the opportunity to provide strategies, objectives, and assume responsibilities for completion of different tasks that were documented within the 30-60-90 day plan.

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

Upon completion of the school improvement plan, the administrative team will present the CSIP to the site-based advisory council and approved by the superintendent of schools. The CSIP will then presented to the staff during a faculty meeting. The CSIP will also be made available through different social medias such as websites, Facebook, and Twitter.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		GCHS EMRP 15-16

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The policy is currently being reviewed and the SBDM council adopted the current EMRP plan for the 2015-2016.	EMRP Policy

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	KSP, Local Law Enforcement & Local Fire Department	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August SBDM Meeting	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August Teacher's Meeting	GCHS Orientation 2015-2016

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		GCHS Evac 15-16

KDE Comprehensive School Improvement Plan

Greenup County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 7, 2015 at 10:00 AM	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Please see attached document	GCHS Drills 15-16

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	A thorough review of multiple sources of data was conducted to ensure all students have equitable access to effective educators. Among the sources of data reviewed are enrollment, free/reduced lunch numbers, average teacher salary, local salary scales, teacher experience, highly qualified status, teacher education levels, and teacher evaluation data. In addition, class sizes and scheduling methods such as grade level teaming, departmentalization, and "needs based placement " have been considered when completing this report.	

What are the barriers identified?

Our most significant barrier is that the GCSD has a significantly lower salary scale than most surrounding districts. This creates a revolving door situation where our many of our most effective teachers leave after 3-5 years for higher paying jobs. The net result is the GCSD serves as a training ground for teachers who ultimately leave. Thus, we are constantly replacing teachers, and must expend significant resources on recruitment, hiring, and training of new teachers. Another barrier is that the GCSD is located in rural, eastern Kentucky and many new teachers do not want to relocate to this area. Recent data reflects that there is a significant population shift away from eastern Kentucky. Many who attend post-secondary institutions in central and northern Kentucky do not come back to eastern Kentucky to work. This net result is a lack of high-quality applicants for teaching positions. So, while the GCSD may be able to fill vacant teaching positions with individuals that are certified, all too often, these individuals are not well prepared to meet the diverse learning needs of all students.

What sources of data were used to determine the barriers?

List the data sources used to identify the barriers.

- Regional teacher salary data
- Population shift data from Morehead State University
- Hiring/evaluation data

What are the root causes of those identified barriers?

- Beginning teachers not being prepared to meet the diverse learning needs of all students;
- Screeners are not used during the hiring process eliminating low-quality applicants;
- Working conditions that would improve the culture of the school are not correctly or

adequately addressed, and

- Leadership opportunities outside the classroom are not available for teachers.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

The GCSD is currently rated as Proficient after scoring in the 72nd percentile for the 2014-15 school year. Of the 7 schools in the district, one is distinguished, and one is proficient, with the other 5 being rated as "needs improvement". However, 100% of teachers in Greenup County are rated as either "Accomplished" or "Exemplary". This disparity between student performance on accountability assessments and teacher ratings on TPGES are an area of concern.

It is worth noting that the teacher ratings in TPGES are the result of using this system for the first time. During the 2014-15 school year TPGES was used as part of a "dual system" in which the traditional evaluation system was used as the official evaluation for teachers and TPGES was used as the unofficial evaluation instrument. So, the high teacher evaluation ratings represent a first attempt at using the Framework for Teaching and the TPGES system. District leadership will be providing follow-up training on the TPGES system and bi-annual calibration events using the TeachScape platform in an effort to secure more accurate evaluations.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Students are placed in classes based on their academic needs regardless of their income, language, or disability. Data from a universal screener (MAP) is analyzed and students are placed in classes according to their needs.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Student assessment data is analyzed in an effort to determine what additional supports need to be provided to students. Often these additional supports take the form of some type of remediation or Response to Intervention services. Sometimes these services take the form of an additional teacher that is allocated to the school. For example, middle school math is a concern in our district, so the decision was made to provide an itinerant math teacher that splits time between our two middle schools.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Greenup County High School is proactive in the recruitment and training of teachers. A solid working relationships has been established with surrounding universities such as Shawnee State University, Kentucky Christian University, Morehead State University, and Marshall University. The GCHS hosts student teachers each year in an effort to recruit new talent, and to provide schools with extra personnel to work with students.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The GCHS strives to create and sustain an engaged workforce in many ways. First and foremost, continuous, high-quality training is emphasized for all teachers. This training is designed directly from teacher requests and feedback obtained via anonymous surveys. In addition, teacher engagement is measured via anonymous surveys with plans being developed and implemented in an effort to address teacher concerns to improve the working environment. Teacher awards are also given each year for those teachers who obtain more than 50 hours of professional learning, and awards are given for an high school teacher of the year.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The GCHS works to provide new teachers with the support necessary to start their career on a positive note. A day long new teacher induction is scheduled prior to school beginning so that teachers can obtain keys, passwords, etc. Then regular, and frequent training is conducted throughout the year in the form of "academies" that meet to address effective teaching strategies, formative assessment, student engagement, and questioning strategies. In addition, new teachers are assigned a "mentor" at the school level over and above what is required by KTIP. This mentor assists the new teacher in getting acclimated to the school and faculty. This mentor also provides feedback to the new teacher as the opportunity arises.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The GCHS works to provide new teachers with the support necessary to start their career on a positive note. A day long new teacher induction is scheduled prior to school beginning so that teachers can obtain keys, passwords, etc. Then regular, and frequent training is conducted throughout the year in the form of "academies" that meet to address effective teaching strategies, formative assessment, student engagement, and questioning strategies. In addition, new teachers are assigned a "mentor" at the school level over and above what is required by KTIP. This mentor assists the new teacher in getting acclimated to the school and faculty. This mentor also provides feedback to the new teacher as the opportunity arises.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

According to the 2015 TPGES data, no teacher in the Greenup County High School were rated below "accomplished". Professional learning focuses on ensuring the correct curriculum is being covered at each grade level in every subject, teaching for student engagement, (KAGAN), questioning strategies, and assessment strategies. All teachers are provided multiple opportunities to interact with colleagues in a PLC setting to refine their skills in these areas.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Kentucky results for the Greenup County High School have improved dramatically since the survey was first administered during the spring of 2011. These positive results are used as a recruiting tool to demonstrate to potential applicants that the working conditions in the GCHS are excellent.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: Increase the percentage of student who are College and Career Ready to 65% by 2016.

Measurable Objective 1:

collaborate to have 65% of students at Greenup County High School be considered as College and Career Ready by 05/31/2016 as measured by the school report

Strategy 1:

Academic and Career Advising - We will develop, promote, and implement Operation Preparation for 10th grade students

District and school administration will offer students multiple advising opportunities, specifically in the high school grades.

These advising opportunities will focus on the ILP process, ACT, and CCR.

Strategy 3:

Targeted Interventions - Students will have multiple opportunities to prepare to pass their respective Work Keys, and to meet Benchmarks on ACT assessments.

Students will be identified and offered remediation that are not meeting Work Keys or ASVAB benchmarks.